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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

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## *Power to the Nth Degree*

*An Address Made at the National Commercial Teachers' Convention*

*By Minnie De Motte Frick*

*Professor in Secretarial Training, Oregon State College, Corvallis*

MR. CHAIRMAN, and Fellow Teachers: And I feel like adding, "Hello, Des Moines, my home town." Here I grew, and grew, and grew. Here I struggled with school problems, which to my young mind were greater than any I have since met. Here, too, I learned that things are not always what they seem, and that a trip beneath the surface, to the innermost core, brought rewards, if not riches. So, Public Schools of Des Moines, I greet you again—may I yet prove worthy of you!

I bring to this convention Greetings from Oregon State College, and invite you to visit us in that far-away state.

### *Selection of a Topic*

Subjects crowd through my mind, for shorthand is bristling with fascinating educational problems, as yet unfinished. The first subject that comes to me is "Reading in the Shorthand Class." Reading—shall it be oral or written translation? What does oral reading do?

How much oral reading will it take to adjust the writing mechanism? That is a good question. Here is another. If Johnny recognizes an orange under any and all conditions, how much will Johnny's powers of recognition be increased if he is forced to take a look at an orange every ten minutes of the day? In other words, after recognition is complete, what does Johnny learn? And what shall it profit a stenographer to read at the rate of two hundred words per minute, if her typing production is sixty? If a boiler already supplies power in excess of that utilized for operating the machinery, would a wise engineer enlarge his boiler to increase his output? Or wouldn't it be better to increase the revolutions of his machinery one thousand per minute, and then push the old boiler to the limit to make the wheels go 'round?

Another topic of interest is "Functioning Rules in Shorthand," or "Do Your Rules Function in Shorthand?" What is the function of a shorthand rule? Is it to furnish a sedative for the class? If so, the purpose has been

fulfilled 100 per cent. And this is yet unanswered—How many yards of rules must be said before an automatic right and left turn is established?

### Rules—Their Use and Abuse

Not long ago I visited a shorthand class in one of our large city schools. The teacher stepped to the board and wrote figures from 1 to 11 in a column. Then she took a pointer, and, wonder of wonders, eleven rules for *S* poured from the throats of those children like water from an artesian well. It was positively the best-trained animal show I have ever seen. What a pity she had not joined a circus, where such talent would have been appreciated!

The relations, acts, and adjustments of the Word family are not so different from those of the human family. What do you want with so many rules, anyway?

Once upon a time there was a beautiful village with high, green hills to the right, and a low velvety meadowland to the left. A railroad track ran between. Those who lived on the right were called Right Curves, and those who lived on the left were called Left Curves. A kindly and learned gentleman was mayor of the town. When he looked at those tiny little *S*'s, and saw that awful railroad track, he became afraid. So he said, "You little teeny-weeny *S*'s must never run away from home. Right *S* you must play with the curves on the right side of the track, and Left *S* you must play with the Curves on the left side of the track." But one day, when they were older, Right *S* peeked across the tracks and beheld lovely Left *O*, looking for all the world like curled sunshine. "Oh me, oh my! that for me!" he said, and called her over. Daddy Gregg, who wants all shorthand to have a happy ending, gave his consent, and so, the Romeo and Juliet of shorthand, were married, and lived happy ever after.

### The Letter Name Versus Sound

Shorthand is both action and reaction. It is response. It is trained automatic reaction to sound—visualized sound, if you please. Sound is the stimulus, form is the response. Can response precede stimulus? Have you ever seen a student copy a shorthand outline, and then name it? What is happening? Are they not running in reverse? Stimulus must precede response; sound must precede form; experience must precede instruction. Experience comes through audition—sound, or it may come through the channels of thought only. But without experience form could not be born.

Since symbol is a reaction to sound, and the objective of shorthand is longhand transcription, it is apparent that success is in ratio

to the correlation of these three tools of shorthand, (1) the sound or phonetic alphabet; (2) the symbol or shorthand alphabet; (3) the letter or longhand alphabet.

A CHART COMPARING THE LETTER AND SOUND ALPHABETS

Letter Name			Sound		
b	equals	be	b	as in	boat
d	"	de	d	"	would
f	"	ef	f	"	for
j	"	ja	j	"	jet
k	"	ka	k	"	kit
l	"	el	l	"	will
m	"	em	m	"	am
n	"	en	n	"	not
p	"	pe	p	"	put
s	"	es	s	"	hiss
t	"	te	t	"	at
v	"	ve	v	"	have
z	"	ze	z	"	buzz

Column 1 shows the sounds involved when naming the consonants of the alphabet, as *b*, *c*, *d*, *f*, *g*, etc. Notice the irregularity of vowel sound and placement.

Column 2 attempts to illustrate the sounds which must be used to stimulate shorthand symbols. Sound cannot be printed, but if you will vocalize the two columns carefully, as *b* (*be*), *b* (*as in boat*), you will hear the long *e* in the *be*, and the pure consonantal *b* heard in *boat*.

Practice Column 2 until you can give consonantal sounds without any suggestion of vowels.

This analysis shows that the letter name of a consonant always includes a vowel sound. The vowel sound may be short or long, before or after, but it is always there. Since the shorthand symbol expresses a single sound it is self-evident that the symbol was never intended to be associated with the letter name. Let us experiment a little and see what would be the effect of the use of the letter name in shorthand production.

If the letter name for *l* (*el*) is used at the time of teaching the symbol for *l*, then the dictation of the word "Ella" would stimulate the writing of the symbols *l* plus *a*, or *la*. If the *e* ever got into the outline it would have to be through longhand association or through doubling the vowel sound, as *e-el-a*. Either premise would be wrong. Nothing but confusion awaits the writer who attempts to make a symbolic response to the letter name. The only sequence which can be used is one in which symbol reacts to sound in writing, and letter reacts to sound in translating, as (1) sound, (2) symbol, (3) sound, (4) letter. Any teacher desiring to follow the shorthand presentation which I am about to give must observe this order of sequence.

### Builders of Form

*The tools of shorthand and their uses.* In reality the single-stroke symbol forms several complete alphabets. This basic single stroke expresses (1) simple sounds, as *b*; (2) words of highest frequency, as *b* for the prefix *be*, and the suffixes *-ble* and *-bility*; (3) modified word forms for phrasing, as *b* for *been* when phrased; (4) devices called expedients, as *b* intersected for *board*.

Every sound and sound group has its correlative symbolic expression. Sound sets in motion a reflex action which results in form. To the sound-response writer, shorthand is simply a game of matching or substitution. The stimulus, *sound*—the response, *form*—proceed in rhythmical succession, as sound, symbol, sound, symbol, sound, symbol, until sound is heard no more. Upon the clear white page, behold pictures of sound—sound made visible. This new word form is born from within; a tribute to each and every constructive form builder.

### The First Five Steps in Constructive Shorthand Building

#### The One-Sound Unit Response

*Step 1.* If the teacher plans to build an automatic response to sound, her first act will be to sensitize the ear of the student to sound variations. And her second act will be to establish a fixed habit-pattern response, which later results in automatic motor action. The teacher imagines herself the director of a "silent" orchestra, directing by means of sound, the class putting the sound into form. The dictation should be rhythmical, beginning at about one hundred and twenty strokes per minute. The hand of the writer should be in constant motion. There should be a visible form for every sound which the dictator has given.

#### Teaching the Alphabet

(See Gregg Shorthand, Par. 2)

The teacher writes on the board a symbol and its translation, as (*dot*) *h, a, an*; she then gives the *sound* of *h* (as in *hat*), and follows it with the brief-form words, *a, an*. This forms a rhythmical triplet unit of dictation and response; (*sound*) *h, a, an*; *h, a, an*; the response will be three dots for each group. Continue the dictation in unbroken rhythm as long as desired. Then call for the translation. The student will write *h, a, an* as many times as the teacher wishes. Alternate the two, as (dictate) *h, a, an*; *h, a, an*; translate. The translation must be as thoroughly and carefully taught as the sound

and form. This has been one of the chief sources of failure in the theory class. Some are attempting to cure this defect through more reading; success to them! I offer for your consideration this solution of the problem:

Teach and drill a correct translation response with the same eagerness and energy which you use in developing form response. All sounds do not permit of a literal spelling translation. The translator must have definite knowledge of the correct spelling sequence expressing the sound group which stimulated the form. A terminating "*sh*" calls for any of the following translations: *tion-sion-cian, tial-cial, tious-cious*. By the term "teaching translation" I mean the permanent correlation of these English groups with the termination "*sh*" in shorthand. I believe it is best to present this translation in its entirety when first introducing the terminating form "*sh*." Tell them the whole truth at once and they will recall it as a whole thereafter. Nor is it sufficient that the teacher merely put this longhand group on the board. She must build a motor English response to form with all the care and skill used in establishing the form response to sound. I hope that some of you will try this plan, for I believe it will be a step forward in theory teaching.

(*Note.*—Since the "men" and "ted" blends are introduced in Chapter 1 the author prefers to keep the triplet group intact from the beginning, instead of the pairs as given in Par. 2. The triplet group is not only basic to growth in sound, but it is the base of form measurement. Without this showing the student is apt to be careless of the length of *m* and *d*. Another advantage lies in the number of words it adds to the sentence vocabulary; *Men, did, date, debt, dead, and ten and time* if you are not afraid, add immensely to interest in sentence building the following day. The triplet units for Par. 2 are as follows: *oo, k, g; o, r, l; n, m, men; t, d, ted-ded; h, e, a; th, ten-den, tem-dem*, with their correlative brief-word forms.)

Each group is presented in the same rhythmical manner, and the assignment to study Pars. 2 and 3 is made at the close of the class. In teaching sound-response the lesson is always presented before it is studied.

This sound-response drill of Par. 2, with sentences using the brief-form words, must be continued until the pattern-response is habituated or automatized. It should be prompt as any military drill. Many sentences can be made with the words, and these should be written at the same rate of speed as the sound-symbol. Time spent in establishing an automatic reaction at the beginning will pay rich dividends later.

#### The Two-Sound Unit Response

*Step 2.* A vowel before or after any consonant composes the two-sound unit response. This combination is next in frequency to the

single stroke. The vowel, before or after, is given the sound variation as taught in shorthand, as (vowel before) *ik, ek (short), ek (long)*; (vowel after) *ki, ke (short), ke (long)*. Repeat with *a*. Many teachers prefer to use only the short and long sound of *a*, thus avoiding conflict with short *o*. This combination is a unit of speech, a unit of sound, and a unit of writing. It should never be separated into its parts, but always heard and written as one thing—the two-sound unit.

The drill consists in establishing a nerve trackage for each response, after which the unit may be recalled and transferred into larger outlines when desired.

### Teaching the Two-Sound Unit Response

(See Gregg Shorthand, Pars. 11 and 12)

The teaching objective is sound-unit response. The students should know that they are being taught transfer elements for future use, and not brief forms. Keep the drill line intact as a sound unit, and do not break it by mention of words. They should be recognized not as individual words but as a part of the phonetic unit. Any attempt to individualize at this point reduces power. The word is the most limited of all things used in writing shorthand. It can never stand for anything but itself. It cannot be transferred into other outlines; it serves only in sentence writing.

Always write on the board as you dictate.

Use the short, medium, and long sound of the small circle vowel, *e*, and the short, and long sound of the large circle vowel, *a*.

### PHONETIC PATTERN RESPONSE DRILL, PAR. 11

#### The vowel before

*ik, ek, ek, ak, ak, hack, hake  
ig, eg, eg, ag, ag, hag, Hague  
ir, er, er, ar, ar, her, hair  
il, el, el, al, al, hill, hail*

#### The vowel after

*ki, ke, ke, ka, ka, icky, acky  
gi, ge, ge, ga, ga, eggy, aggy  
ri, re, re, ra, ra, Erie, airy  
li, le, le, la, la, alley, allay*

This drill contains seventy transfer elements if fully expanded. It is the concentrated essence of power. It is POWER to the NTH DEGREE. You may choose a paltry fifteen if you wish, by limiting the form translation to the word given in the Manual, instead of building a strong impregnable phonetic base. Think of the frequency of use for *ik, ek, ek*, over the word *eke*. No one can measure its strength; but by placing the consonants of the alphabet before it, you will find that it has a productive power of twenty-six root words. Shown in terms of mathematics it would read  $ik^{10}$ ,  $ek^6$ ,  $eekeak^{11}$ ; multiply this

by four, for its most simple derivative power, and the exponent will be 108 for the group of three, making a total of 134 words, if you please.

Let some of you mathematicians spend the year working out the value of the complete drill given here in its most simple powers, and who is there who would care to estimate its value as a syllabic element; then as part of a syllable. Perhaps some of you would like to see the root list for  $ik^{10}$ ; *Dick, kick, lick, nick, pick, rick, sick, tick, chick, thick*. And there still remains the uncounted double consonantal beginning, as *click, slick, brick*, etc. Do you wonder that I claim that the word is the cupola of the shorthand structure, and that the phonetic transfer pattern is the only firm foundation. The cupola must always have something to support it, and so the ready-made form becomes the crutch for word-form memorizers.

Par. 12 furnishes material for similar drills, using the circle at the beginning, at the end, and at both ends of the straight-line consonants. All of the new symbols given in Chapter 2 are presented in the same way.

After drilling Pars. 11 and 12, assign them for practice. The following day use any words which the drills have introduced in sentences. This will test the work of the study hour. See Bisbee's "Dictation for Beginners," and Wilson's "Progressive Dictation" for unit by unit dictation.

Step 3. Just as the one-sound unit was expanded by the addition of a vowel or consonant and vowel, that is expanded by adding a consonant, to form the three-sound unit. The element of transfer is being gradually enlarged by adding one symbol at a time.


These three sounds are heard and written as a unit. Take any consonant-vowel combination, and add, one at a time, all of the consonants possible under the law of vowel placement, and you have built all of the three-sound units and three-lettered words it is possible to make using the two-sound unit as common factor. This figure I choose to call the Radiant. No other device in shorthand teaching is so prolific as this radiant. Every radiant drills ten basic points in shorthand development. Isn't that a wonderful harvest for the tired teacher?

The fruits of the radiant are:

1. Sound (Ear training)
2. Symbol response (Form)
3. Stroking (The get-away)
4. Muscle control (Proportion)
5. Direction (Tool facility)
6. Common factor (The unit of transfer)
7. Applied theory (Form without thought of law)
8. Speed
9. Alphabetical review
10. Complete word list

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## SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

**I**T is with profound regret that we record the passing away of Frank Aldworth on December 24, 1930, at his home in Florence, Italy.

A man of many talents, Mr. Aldworth was an artist, a linguist, and a shorthand enthusiast of the first water. Possessed of a profound knowledge of the theory of Gregg Shorthand together with a deep and sympathetic understanding of the basic principles of the system Mr. Aldworth, in collaboration with Miss Isa Giorgi, wrote a fine adaptation of Gregg Shorthand to the Italian language. This adaptation was published in 1928. A specially bound and beautifully illuminated copy containing the signatures of Mr. Gregg, Mr. Aldworth, and Miss Giorgi was presented to His Excellency, Benito Mussolini.

The loss of so enthusiastic and distinguished a shorthand writer and author will be deeply felt. We offer our sincerest sympathy to Mr. Aldworth's family.

**T**HE death of Mr. S. C. Williams, for many years associated with the Rochester Business Institute, Rochester, New York, but lately retired to a delightful home situated on the banks of the St. Lawrence River near Ogdensburg, New York, calls to mind the many activities of this pioneer of commercial education.

His passing will be deeply regretted by the hundreds of teachers who studied at the Institute and who now fill important positions throughout the United States, as well as by all those who are interested in the field of education for which he fought so well.

Personally he was a striking figure, tall, erect, and dignified, with a personality that was pleasing and endeared him to the hearts of his host of friends.

**A**MONG the out-of-town visitors to our offices during the Christmas holidays were Mr. and Mrs. Hoffman of Scranton, Pennsylvania. Mrs. Hoffman is a teacher well known to us for the work she has been doing in the Powell School of Business of that city in connection with the O. G. A.

Miss Bertha Emerson, head of the Secretarial Department of Miami University, Oxford, Ohio, also gave us the pleasure of a visit while in the city.

We are always glad to meet, personally, the teachers and friends whom we have come to know so well through contacts made in the *Gregg Writer* credentials work.

Among other recent visitors to our new offices was Mr. James Truslow Adams, historian and author of the popular biography "The Adams Family."

**I**F "Pop" Kimball thought that by retiring from the typewriting contest game he could just rest in peace or go to the stream and fish, it looks as if he is mistaken. An announcement just received in this office indicates that he will have something else on his mind, for James Newlon Kimball 2nd is here. And this is none other than a *great grandson* of J. N. Kimball. Our congratulations, and we know that all our readers will join in the good wishes.

**A**ND there's another little bright eyes just popped into this world. A very beaming Harold H. Smith came around to the office the other day and quietly informed us that he is now the father of a beautiful baby girl. Patricia is already the adopted niece of the crowd at 270 Madison, and if she has just half the luck that they all wish her, she will be a very fortunate child indeed. Harold and Grace Smith are receiving congratulations from their host of friends, and we join wholeheartedly.

**W**ORD has just reached us of a distinctive honor recently conferred upon Bowling Green Business University, of Bowling Green, Kentucky. J. L. Harman, president of the University, writes that it has been made a member of the Association of Kentucky Colleges and Universities. This organization is composed of sixteen institutions offering four-year courses: Asbury College, Berea College,

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*See You There!*

## *The Thirty-Third Annual Convention of the Eastern Commercial Teachers' Association*

*Will be Held at Boston, Easter Week*

**T**HE Thirty-Third Annual Convention of the E. C. T. A. is to be held April 1, 2, 3, and 4, 1931, at the Hotel Statler, Boston, Massachusetts. The executive committee has practically completed all the arrangements for the convention and is enthusiastic over the prospects for a very fine meeting. The hotel accommodations are ample and exceptionally suitable for such a convention. Every teacher attending is assured of an excellent selection of entertainment and a most instructive program.

### *Officers and Committees Rounding Out the Program*

Inquiries and reports from President John A. Luman and the chairmen of the different sections indicate clearly that this year's meeting will excel all previous programs. The time allotment has been completed and sectional meetings will be promptly begun on the hour announced even if only a few members are present.

Local arrangements are in the hands of Mr. John F. Robinson, general chairman; Miss Ethel C. Jackson, secretary; Mr. Atlee L. Percy, vice-chairman; Mr. J. William Blaisdell, Mr. George L. Hoffacker, Miss Mabel Hastings, Miss Annie C. Woodward, Mr. Walter E. Leidner, and Mr. Louis J. Fish.

The members of the General Committee have organized committees on program, hospitality, entertainment, publicity, and membership. Over two hundred fifty of the foremost educators of New England have accepted membership on these committees. Nothing will be left undone to prove to the visiting teachers that Boston is a most logical convention city. The local committee guarantees service, entertainment, and instruction.

### *Schedule for Wednesday*

On Wednesday evening, April 1, there will be a meeting of the Executive Board of the E. C. T. A. and at the same time there will be special group meetings of various other educational associations and business organizations. Arrangements have been made so that exhibits may be assembled at any time after

2:30 P. M., Wednesday, April 1. The convention program proper will not begin until Thursday, April 2, at one o'clock P. M.

### *Thursday's Program*

On Thursday morning, April 2, there will be a reception for visitors, registration, and courtesy trips to places of historic interest around Boston. Promptly at one o'clock on Thursday afternoon in the Imperial Ball Room of the Hotel Statler will be held a typewriting demonstration under the combined auspices of the Royal and Underwood Typewriter Companies. In this demonstration the world's best typists will appear. At 2 o'clock there will be a concert by the Boston Public School Symphony Orchestra, sixty pieces conducted by Augusto Vannini and Dan Tierney. The general sessions will begin promptly at 2:30. There will be an address of welcome by Dr. Jeremiah E. Burke, superintendent of the Boston Public Schools, followed by the President's address and two general speakers.

### *Banquet and Dance Thursday Evening*

The banquet Thursday evening promises to be even better than the one given at the Statler in 1927, and this without question was the greatest banquet of the E. C. T. A. There will be delicious and savory food, suitable and dignified music, and a delightful and inspiring address. Dr. S. M. Lindsay, the speaker, has chosen as his topic, "The Art of Living Together." Dr. Lindsay has been received with enthusiasm at universities, business men's banquets, and at women's clubs. At nine o'clock those who like dancing will be given an opportunity to enjoy themselves in a ball room which is one of the finest in New England.

### *Section Meetings Friday*

The section meetings are scheduled for Friday morning, April 3. From these section meetings each teacher should be able to gather new ideas of real educational value. Every inspiring presentation of modern methods in the classroom will be followed by

a vivid and vigorous demonstration by an able teacher, and this in turn by a round table at which teachers will be given an opportunity to ask questions and discuss methods. Progressive commercial teachers should not miss this feature.

### *Prominent Speakers on Saturday*

Saturday, April 4, the last day of the convention, has been reserved usually for business meetings. This year we shall have a distinct departure from this custom. Two inspiring and prominent speakers are on the program and the meeting Saturday promises to be one of real interest. In other words, it is the intention of the committee in charge that the meetings be closed in a blaze of glory. Dr. Payson Smith, Commissioner of Education in Massachusetts, will be one of the speakers.

### *Reduced Fares as Usual*

Reduced railroad fares equal to full fare going and one-half fare returning over the same route will be allowed. To enjoy this privilege there must be at least 150 members attending who have traveled by railroad and have secured the necessary railroad certificates. In buying your ticket to Boston be sure to ask your local agent for the special railroad convention certificate. This certificate must be secured from your local agent at the time of buying your ticket and must be presented to the secretary, Mr. Alexander S. Massell, upon your arrival at the convention. Leave your auto at home and enjoy, once more, a train ride to Boston. This will insure a sufficient number of certificates so that all may enjoy the privilege of reduced fares on return trips. This privilege means a great deal to those who come long distances.

### *Assure Yourself the Yearbook*

Membership in the E. C. T. A. and attendance at the convention mark a teacher as progressive and alive to the improvement of his teaching. It entitles the member to a free copy of the yearbook containing all the addresses of the convention properly edited. We love the thrill that comes from listening to the voice and watching the expression of the speaker, but when it comes to actually acquiring knowledge which sticks, we all realize that it comes best from careful study. These Yearbooks of the Eastern Commercial Teachers' Association are recognized as among the best textbooks on commercial education, and the one this year—"Modern Classroom Methods in Commercial Education"—is undoubtedly destined to be a very worthwhile addition to the library of every teacher. The

price of the book is \$2.50, and many of them will be sold to universities, teacher-training schools, libraries, etc., at that price, but it belongs to the members of the Association; that is, the two-dollar membership fee includes a free copy of the Yearbook.

### *Where to Write for Details*

Mr. John F. Robinson, 156 Stuart Street, Boston, Mass., chairman of the General Committee; Mr. A. S. Massell, 725 Broadway, New York, N. Y., secretary of the Association; and Mr. Louis J. Fish, 15 Beacon Street, Boston, Mass., chairman of the Publicity Committee for New England, will gladly furnish further details upon request.

### *Gregg Writer to Have Booth at Convention*

We are looking forward to seeing all of you at Boston next month! And don't forget to drop in at the Gregg booths in the exhibit hall. There will be the regular book exhibit, of course, and for the first time the *Gregg Writer* will have a booth of its own during the convention. The Art & Credentials Department is planning an interesting display of Tests and Awards, including some of the prize-winning clubs of O. G. A. specimens received last year. You will want to see these, and the school trophies, too. They will be on view, also. We hope to meet you there!

## *Newark High School Examinations to be Held in April*

EXAMINATIONS for teachers of Gregg Shorthand in the public schools of Newark, New Jersey, will be held during April.

Applications for permission to take the examination must be on file with Mr. Isaac Lowenstein, secretary of the Board of Examiners, Newark, New Jersey, before the first of April. Application blanks may be had by addressing Mr. Lowenstein.

It is not necessary for a candidate to have a degree, but it is our understanding that advanced standing at the time of appointment is granted for superior educational qualifications.

The minimum beginning salary is \$2,200, with one year additional salary credit for each two years of teaching experience.

The maximum salary is \$4,600. There is also possibility for increased income through employment in summer school or in one of the all-year-round schools.



# CONVENTIONS

## *Report of the Thirty-Third Annual Convention of the National Commercial Teachers' Federation*

*Des Moines, Iowa, December 29, 30, 31, 1930*

### *Officers for 1931*

PRESIDENT: IRVING R. Garbutt, Director of Commercial Education, Cincinnati, Ohio

FIRST VICE-PRESIDENT: P. O. Selby, Director of Commercial Education, State Teachers' College, Kirksville, Missouri

SECOND VICE-PRESIDENT: Maud Searl, Chairman Shorthand Department, East High School, Des Moines, Iowa

TREASURER: J. MURRAY Hill, Vice-President Bowling Green Business University, Bowling Green, Kentucky

SECRETARY: Bruce Gates, President, Gates College, Waterloo, Iowa

EXECUTIVE BOARD: President, IRVING R. Garbutt, Director of Commercial Education, Cincinnati; Past-President, Paul Moser, Moser School, Chicago, Illinois; Representing the Public Schools, Ivan E. Chapman, Western High School, Detroit, Michigan; Representing the Private Schools, H. M. Owen, Brown's Business College, Decatur, Illinois

### *Place of next meeting—Chicago*

THE success of the convention at Des Moines—and it was a great success—is a tribute to the men and women who got back of it first at the Chicago convention and then finished the job at Des Moines with a brilliant performance. Too much cannot be said in praise of the programs, the selection of speakers, the organization of the convention as a working body—and the spirit with which the whole convention was carried out.

### *Tuesday Session*

We are for Governor John Hammill of Iowa. He evidently has the old-fashioned notion that if he says he will appear on a program—he does. Not only did he appear as the first speaker in the Federation Meeting at the first session, but also at the banquet Wednesday evening, both times giving the commercial teachers an inspiring talk.

The convention, with about a thousand present, got off to a good start with some exceptionally excellent music furnished under the direction of Miss Lorraine Watters, supervisor of public school music in Des Moines, and community singing, led by Mr. E. C. McClellan of Littleford School, Cincinnati, Ohio.

Following the Governor's address was a response by Mr. Paul Moser, Moser College, Chicago, the president of the Federation. He said that the presence of the Governor was a

tribute to the cause of commercial education and a recognition of the great part the commercial teacher is coming to play in the educational field. By the very nature of things the commercial teacher is apt to pay more attention to the techniques of business. He emphasized the need for greater effort on the teacher's part to develop the character and personality of his students. He stressed the inspirational as well as the professional value of the convention to young teachers and regretted the fact that a lamentably small proportion of the teachers of commercial subjects are present at our conventions. In reviewing the effort that had been made to interest a larger number this year than ever before, he said that he had come to the conclusion that perhaps there were too many conventions; that commercial teachers, as well as the members of other professions and businesses, had been "conventioned" to death.

### *New Plan of Organization Proposed*

He recommended that the number of conventions be reduced; that there be only an Eastern Association, a Central Association, a Southern Association, and a Pacific Coast Association; that these four associations be divided into departments, somewhat differently than they are at present constituted.

"There should be," he said, "a teacher-training department, and a department for professional teachers. With these departments

and the round tables, constituted much as at present, directors could be elected to a central council, this central council to meet as often as necessary to devise a general educational program for the entire country." Mr. Moser's constructive recommendations were received with great attention and enthusiasm.

### Our "Dollar" Complex

Dr. Harry M. Gage, president of Coe College, Cedar Rapids, Iowa, was the next speaker. He assailed "commercialized education" as an evil of modern American civilization, but he made a clear distinction between the term "commercialized" and "commercial."

"Commercial and Vocational Education, designed to provide specific training, are essential in modern America," Dr. Gage said, "but too much emphasis has been placed on financial gain as the essential achievement of modern education. The modern urge for utilitarianism in schools and quick returns from education is due to a nearsightedness which sees the coming worker and wage earner but cannot see the coming man."

### The Man Behind the Rule

The *Des Moines Tribune-Capital*, in reporting the address by Mr. J. Murray Hill, of Bowling Green Business University, carried the caption, "Commercial Teachers Told They Are Robots." That caption was selected with discrimination. In listening to his address one did not need to read between the lines to discover that "lack of inspirational power" was one of the factors that automatically put them in the robot class. He said that they were teaching subjects, not students.

Mr. Hill's address, the title of which was "The Most Potent Factor in Education—the Teacher," was based on the results of a questionnaire he sent to business college presidents and managers, and to city school superintendents and principals. The answers to this questionnaire are revealing and pertinent. Mr. Hill will send you a printed copy, with the tabulation of answers, if you request it. Some of the high lights in his address were:

Emphasis upon the teacher is the hope of education. The teacher's development moves out along two lines—teaching and investigating. Research is admittedly the basis of all educational progress, but when one looks at the Stanley Halls, the William James', the Channings, the Butlers, the Harpers, and the Palmers, those towering teaching personalities who stood out above the educational skyline at the beginning of the Twentieth Century, and then thirty years hence seeks for their successors in our classrooms, he finds their number all too few. One may then safely conclude that the field of research has drawn far too heavily upon the teaching profession.

In our modern teaching processes there is often too much abstract information based upon analysis and statistics, and too little inspiration based upon

spiritual stimulation and character development. There is too much cold research, and too little in-searching into the unenlightened personality of the individual student.

A high percentage of young men and young women graduate from high school in ignorance. By cramming for examinations, copying or memorizing answers to questions, and by resorting to the various and sundry means employed by the superficial, yet resourceful, high school senior, they come to the "cap and gown" stage, having been graduated by superintendents and principals who know that probably fifty per cent of them do not possess the intelligence that a high school diploma is presumed to indicate.

The fault lies with the teaching profession. Its members have been educated in the styles and methods of instructing, but the ambition and love for the profession has been absent.

In our educational processes we have been building, improving, analyzing with everything but the production of good teachers. For ten years we have been absorbed with perfecting the modern classroom, its desks, its lighting, and we have boasted of our educational "growth," and still recognized a growing dissatisfaction with results.

It is this dissatisfaction which remains the light of the teaching profession today. It predicts that coming of a new order, a new sentiment through which teachers and colleges who educate teachers will strive to meet their failing lack of inspirational power.

He closed by quoting William Lyon Phelps:

"I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

"I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

"But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection."

### Reception to Past Presidents

Under the guiding influence of Mrs. Ramona Foster, Des Moines, whose popularity as a toastmistress is enviable, the Federation Luncheon to Past Presidents long will be remembered as one of the leading events in the history of the organization.

The banquet hall, rich in decorations and favors which are seen only in pageants of progress, reverberated with music, witticisms, and rollicking episodes. This occasion marked the beginning of a new Order—the Order of Old King Corn. To this order the past presidents of the Federation were to be initiated. In full regalia and dignified demeanor they appeared before the Chief of the Order, Mr. G. E. Hamilton, of Des Moines, and were duly initiated in a most unique and interesting ceremony. After the obligations

were solemnly made, the past presidents declared allegiance to the Order by chanting more or less rhythmically the Iowa Corn Song.

But there were serious thoughts as well. The roll call of past presidents was made by Mr. J. L. Harmon, of Bowling Green Business University, in a most impressive manner—a manner which suggested anew the memories of the faithful standard bearers who have gone beyond.

When the official gavel was sounded in adjournment, there was a quiet but certain pronounced feeling that the program committee had made more than adequate provision for the entertainment and enlightenment of the visiting guests.

### *Wednesday Session*

Miss Lorraine Watters brought to the convention another delightful program of music.

Dr. A. W. Merrill, assistant superintendent of schools at Des Moines, was the first speaker. He opened with an historical review of what might be termed the "democratization" of education under the growing influence of commercial education.

"For many centuries," he said, "the reason for education was to raise a few above their fellows, to separate them from the crowd. The aim was not that the educated man should serve others, but that others should more surely serve him. To accomplish this purpose it was as important to keep education away from the many as it was to present it to the chosen group. Perhaps one of the things that has brought about the revolution in education was the bolshevik notion that it might be safe to let everybody learn to read.

The open boast of conservative educators of the good old days and the guiding doctrine of vast numbers of school men even at present is that the only branches of knowledge worthy of respectable mention in the schools are those which cannot easily be converted into instruments of gain.

In much of this revolutionary history the prophets of commercial education have played a leading part. It is an interesting coincidence—perhaps more than a coincidence—that the development of the free public high school in America was paralleled by the development of the private commercial school. There arose large and successful private schools which to protect their very existence were forced to keep in touch with the needs and opinions of their constituencies. To them democracy in education was a necessity. It was this powerful competitive influence that has had much to do with the liberal movement in public secondary education today.

You who are engaged in commercial education have done a great work. You stand for education with a definite purpose. You have for years attempted to make the work of the classroom as nearly like that of the world outside as possible. "Laboratory methods," "socialized recitations," "contracts," "directed study" were being used in commercial schools before anyone thought of advertising

them under fancy names as educational panaceas. The private commercial college of the old days was adapting instruction to individual differences long before tests and measurements were dreamed of."

Some other striking statements made by Dr. Merrill were:

Our scholastic anatomy is possessed of a good many unnecessary appendages that are hang-overs from stages of educational evolution which we have completely outgrown.

Commercial educators have been content too long with educational isolation. There was a time when self-preservation made it necessary for you to create a separate field in which you could work out your own theories and methods. That time has gone. Commercial education has emerged an undisputed victor. But there remains too much of a conscious separation between "commercial" and so-called "liberal" education.

There are certain parts of commercial education that are essentially and purely vocational; there is a much larger portion of it that properly belongs to any scheme of liberal education that is up-to-date.

Why, then, are we not ready for the next great step in commercial education, the opening up of a large number of these commercial courses to the general student, not as an addendum to a liberal education, but as an integral part of it?

There was a time when, to fit a man for leadership in the world, he must know Latin, Greek, and the higher mathematics and not much else. Later, history and the political sciences became a more important mental equipment. In recent years we have found that some knowledge of science is necessary if man is to understand and be of service in the life about him. But today we are in a still newer environment. The scholar, the statesman, the scientist are all finding themselves a part of the business life of this age of commerce and industry. Whether they will or no, they serve the business world. Whether they like it or not they must use business to realize their ambitions.

*A liberal education should include something of all those lines of study that are of value to all of us in preparation for a life of usefulness in society.*

### *Home Influence*

Dr. Clarence N. Bigelow, of Adel, Iowa, gave an address that was dynamic in inspiration. He said he had been a preacher and business man, serving a long period in the business world, and he knew what commercial education meant to young men and women. He stressed the influence of home on pupils. "Most children, blamed for much wrong doing, wrong thinking, and wrong living are the helpless product of their parents and teachers. The child is the clay and he is modeled by the training and desires of his parents."

### *Principles of Organization*

"Principles Underlying the Organization of a Life Insurance Company" was the title of an address given by Mr. Horace W. Foskett, assistant treasurer of the Equitable Life Assurance Society. One of the strong features of Mr. Foskett's address was that he did not

deal in glittering generalities. His statements were specific, and although his organization outline dealt with a specialized subject, the principles of organization he laid down were readily adaptable to other businesses. As an example, he said that in large organizations, where an enormous clerical force is necessary, the principles of mass production has not been found to work out in the best manner. By splitting the workers into smaller units and placing responsibility on a large number of directors of the work, the morale is not only improved, but production increased and errors reduced.

### *Malott Directs Open Forum*

Mr. John O. Malott, specialist in Business Education, U. S. Bureau of Education, conducted an open forum on the subject of commercial education. In his opening remarks Mr. Malott said: "Commercial Education is one hundred years late in turning its attention to provision of general business information to all students. One of the most important trends in the field today is the turning from concentration on technical and mechanical training to an organization of course materials in studies of modern business structure and methods."

Mr. Malott paid a high tribute to Mr. Clay D. Slinker, director of Commercial Education in Des Moines. He said, "The most important leader in this national recognition of commercial education's responsibility has been Mr. Slinker. Four years ago only the most progressive and advanced school systems maintained general business courses. Now the movement is widespread and adoption of the course is the most rapidly growing and most significant feature in modern school curriculum change."

### *New Organization Formed*

At an informal meeting of the public school supervisors and directors of commercial education that were present at the convention, it was decided to form a new department to be called "Conference of Supervisors and Directors of Commercial Education in Public Schools." Mr. Clay D. Slinker was named chairman of the new organization and Miss Eva M. Jessup, assistant supervisor of Commercial Education at Los Angeles, was chosen permanent secretary of the group.

"No drafting of definite policies will come from our organization," said Mr. Slinker. "We are organized only to promote, discuss, and acquaint ourselves with our mutual problems. Our meeting at each annual convention will be an exchange of experiences."

Eligibility for membership in the Conference shall be service as a supervisor or director of commercial education in a public school or a commercial high school.

### *The Banquet*

The banquet Wednesday evening, in the grand ball room of the Hotel Fort Des Moines, was the entertainment de luxe of the convention, although the informal reception and entertainment on Monday evening had already set a high standard of excellence.

The banquet hall was a mass of colorful balloons and artistic decorations. It being New Year's Eve, the company was in gay spirits, ready for an evening of fun. The banquet committee had "done itself proud" in arranging so delightful a program.

The Governor of the state was present and made another one of his straight-from-the-shoulder speeches.

The "serious" speeches of the evening were made by Dr. J. W. Studebaker, superintendent of schools of Des Moines, and Mr. Harry Watts, president of the Chamber of Commerce—but both enlivened by wit and humor. Dr. Studebaker's address was a very sane and constructive evaluation of commercial education in its relation to liberal education. He made a profound impression on his listeners by the creative character of his address.

In the lighter mood, we heard scintillating "wit and humor" from Clay D. Slinker, B. F. Williams, J. L. Holtsclaw, E. C. McClellan, John A. Luman, J. Evan Armstrong, J. H. Patton, Ivan E. Chapman, and W. R. Hamilton. We are not even going to give any of their remarks—for two reasons. First, those who did not attend the convention banquet ought to be punished. Second, these gentlemen may want to use their speeches again somewhere else.

Other particular features of the entertainment that must be mentioned are the selections by the Drake String Trio, composed of Miss Martha Burton, cello, Miss Loren Crosten, piano, Francis Finn, violin; the vocal solos by Mr. Lester E. Spring; the Temple Quartette; the Twins from the Twin Cities. The latter was an amusing boxing contest by two youngsters of about six, sponsored by W. C. Stephens, Twin City Business University, Minneapolis. They came on the "stage" disguised as Charles T. Smith, of Kansas City, and J. Murray Hill, of Bowling Green, but were actually billed under the names of Primo Carnera and Dynamite Dunn. After one had disentangled himself from his red whiskers, they put up a very amusing but skillful exhibition of boxing. The "fight" was declared a draw.



## Private Schools Department

*Chairman, J. H. Kutscher, Oberlin School of Commerce, Oberlin, Ohio*

TO those commercial teachers who were not in attendance at the convention, we want to express our sincere regrets that our limited space will permit us to give you only a brief summary of the excellent papers given in the special sessions on Tuesday and Wednesday.

**PUBLICITY AND BUSINESS-GETTING POLICIES OF THE PRIVATE BUSINESS SCHOOL OF THE FUTURE**—*Bruce Gates, President, Gates College, Waterloo, Iowa.* The last decade has seen a change in business. The business college has changed less than business. We must make our business schools attractive. We must have better equipment and better courses. We must cooperate with the high school. We must not take just any class of students. We must not guarantee positions. We must not make exaggerated promises. We should not offer discounts at any time. We should not offer reduced rates at certain times of the year. We should not have solicitors. We should have laws to control business colleges.

**ENGLISH AS A PROBLEM AND A PROJECT**—*D. B. Marti, Lincoln School of Commerce, Lincoln, Nebraska.* Students have a lack of interest for English. The native-born child is deficient in English as well as the foreign born. Most foreign languages are not changing, while the English language is undergoing changes all the time. The child learns

more the first three years of his life than any other time. The English he hears during these years is not always of the best type. English is learned from what is heard. The teacher must be thorough in English. Encourage students to study English.

**NEW COURSES TO MEET CHANGING NEEDS OF BUSINESS**—*J. Evan Armstrong, President, Armstrong College of Business Administration, Berkeley, California.* To have your students satisfied is your best investment. Business education is constantly changing. We must get a wider scope of business. We must understand it and enlighten our students along these lines. We must give a higher type of service by introducing courses in Advertising, Income Tax Accounting, Commercial Law, Salesmanship, Transportation, Industrial and Public Accounting, Modern Merchandising, Theory of Economics, Production, Scientific Purchasing, Marketing, etc. We must develop a business background. We must study the habits and customs of the people. We must discover, analyze, and arrange the sound principles and practices that successful business has developed.

### *New Officers for 1931*

*President, W. A. Robbins, Lincoln School of Commerce, Lincoln, Nebraska*  
*Secretary, Miss Anna Durbin, Brown's Business College, Decatur, Illinois*

## Public Schools Department

**CHAIRMAN C. L. BAILEY**, of Rockford (Illinois) High School, presided at the Tuesday session of the Public Schools Department. The next afternoon P. O. Selby, of the State Teachers' College, Kirksville, Missouri, was in the chair.

**IS THE TEACHING OF JUNIOR BUSINESS TRAINING RECEDING, ADVANCING, OR DRIFTING?**—*N. B. Curtis, Westinghouse High School, Pittsburgh, Pennsylvania.* Junior business training or the junior commerce course is advancing in almost every section of the country. Mr. A. E. Bullock, director of Commercial Education at Los Angeles, California, was quoted as saying that the present tendency is away from technical to general informational and exploratory courses. Inasmuch as the drop-out problem is of less and less importance, the swing is away from clerical courses to those of a more general nature.

James M. Glass, Winter Park, Florida, has said that each pupil in the junior high school

has a right to be informed as to business life. In short, this general course in business is a very sturdy youngster and seems to be coming into its own, not as a substitute for any other course, but rather as an important part of good citizenship training. Whatever vocational values it may have must be incidental; the larger values lie in broader and more fundamental business knowledge and information, big enough, sound enough, and educational enough to be offered to boys and girls in every department of the school.

**IF YOU HAD ADEQUATE FUNDS, HOW WOULD YOU ARRANGE AND EQUIP A COMMERCIAL DEPARTMENT IN A SENIOR HIGH SCHOOL?**—*Clay D. Slinker, Director of Business Education, Des Moines, Iowa.* Reckless and unscientific methods of discarding old equipment or of buying new equipment are to be distinctly frowned upon. An adequate study of the community, its business-employee needs, the available school space

for equipment, the compulsory and elective subjects will give the facts to the person who has this money to spend.

In order to objectify his many answers to this question, Mr. Slinker had prepared a series of lantern slides that gave some idea of the bigness of the problem of setting up and equipping the commercial classrooms in Des Moines. Every kind of problem was proposed and suggested solutions brought out by Mr. Slinker by means of his slides.

**IS OFFICE MACHINERY CHANGING THE SCOPE OF COMMERCIAL EDUCATION?**—*Miss Ray Abrams, Principal, Boys' Commercial High School, New Orleans, Louisiana.* Inasmuch as the general office clerk must know something about practically all kinds of office machines, a community survey was made in New Orleans. The object was to find out about workers, opportunities for employment, and possibilities of enrichment of the office machine courses. A summary of the city-wide study was presented, together with the recommendations made. So valuable was this study that it has been published as a monograph on vocational information under the authority of the school superintendent, the director of the community chest, and the director of vocational guidance. The study included qualifications of operators, duties, facts about the jobs, hours and working con-

ditions, and the sex of the operators. Only on such sound facts can commercial education progress and meet the needs of this rapidly changing business world.

**WHAT PREPARATION SHOULD BE REQUIRED OF A BEGINNING COMMERCE TEACHER?**—*Earl W. Atkinson, Duquesne University, Pittsburgh, Pennsylvania.* A well-rounded college education, together with enough technical skill to hold a job in a business office, is approximately the fundamental requirement of a beginning commerce teacher. Of course, much depends upon the field in which the teacher expects to work. If the teacher is going to handle the non-technical business sciences, then the foundation of a broad general education is necessary. Business experience also is seemingly more and more necessary as part of a commercial teacher's equipment. The recognition of commercial education and the establishment of more commercial teacher-training courses is an indication of the growing importance of adequate preparation for a beginning commercial teacher.

**SHOULD COMMERCE TEACHERS BE RESPONSIBLE FOR PLACING COMMERCIAL STUDENTS?**—*Orton E. Beach, Manager, Placement Bureau, Lowell High School, Lowell, Massachusetts.* Commerce teachers must take more and more

(Continued on page 256)

# SUMMER SESSION

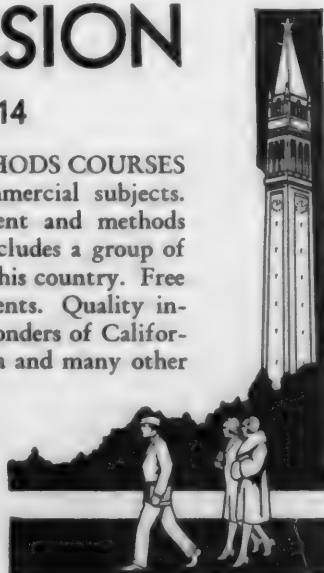
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# The Teaching of Typewriting

By Harold H. Smith

Assistant Editor, The Gregg Publishing Company, New York, N. Y.

## How Best to Learn (and Teach) Typewriting

(Continued from the February issue)

WE are now ready to take up in further detail the more advanced phases of our subject.

Let us quote from the analysis of skill appearing in the June, 1929, issue of this magazine:

"7. Major skills required for the recording of thought—typing out ideas originated in the typist's own mind or suggested by rough draft, shorthand notes, or dictation direct to the machine."

In order to save space, we shall not repeat the discussion given in that previous issue, except to remind you that these skills hang largely upon the ability of the typist to use the machine as an automatic or semiautomatic writing tool. The mind must be free to follow the *sense* of what is being typed, and to arrange the material correctly according to accepted English and commercial standards.

### *Direct Dictation, Composition, Rough Draft, and Transcription*

These four activities are listed in Par. 7 in the order in which they are usually acquired, and represent a reasonably accurate difficulty scale. However, there is no question but that much better results may be attained by introducing direct dictation to the machine first. In this way the teacher not only creates the thought, but she can control the speed at which the typist attempts to record it. If she gauges this aright, dictating clearly and slowly in thought groups, the student will not be tempted to hurry along, breaking up his fluency and damaging his accuracy.

He will find himself growing more alert, fixing his attention mainly upon getting a sufficiently vivid impression of the meaning to enable him to execute such words and phrases as he has developed to the combination level; manipulating his processes of visualization and fingering correctly in order to type accurately all other words and characters on the individual-stroking level. Because of gains in these mental and manual skills, composite skill is bound to increase very markedly.

The mental skills required for this process will also function in much the same way in taking shorthand dictation. There is thus a double gain for many students.

From the teacher's point of view there is only one difficulty—the noise of the machines. This is better than it once was, and with the advent of noiseless typewriters we may look forward to a greater use of this teaching device.

### *Possibilities of Phonograph Dictation Limited*

Phonograph dictation provides a teaching device to relieve the teacher of some of this direct dictation; but it has such marked limitations that no well-informed teacher would consider using it to the exclusion of voice dictation. When it is used for the purpose we are discussing the student should depend entirely upon his hearing for the reception of the material to be typed. It should never be provided in printed or written form for him to follow with his eyes, because he will then be deprived of the opportunity to develop the important visualizing processes and interpretative thought-carrying power through the operation of the principle of neural economy which will lead him to disregard what he hears and to get his copy in the easy way—entirely from the page in front of him.

A further difficulty with phonograph dictation is that it is *minimized sound* and requires the expenditure of a great deal more energy in order to be accurately understood than voice dictation. Typists who work from phonograph dictation can always increase their output considerably by creating proper working conditions, among them isolation in a room by themselves so that no unwanted sounds or visual disturbances may interrupt their complete concentration upon the hearing-and-typing process. Obviously, it is impossible to create such conditions in the modern classroom.

Another difficulty is that phonograph dictation must always proceed at the speed of the machine. In this respect it is very inelastic.

Matter varies even from phrase to phrase and sentence to sentence. The abilities of different classes vary. The teacher in dictating will follow the progress of the students by noting when they shift for capital letters, and when they pause at the end of sentences. She can speed up or slow down accordingly. "Canned dictation" is thrown at the class with ruthless disregard for individual differences in background, understanding, spelling, and typing abilities.

These considerations force the experienced teacher to conclude that the phonograph must remain a minor teaching device, supplementary to voice dictation, if used at all, for the purpose of efficiently developing the typist's power to record thought.

### *Rough Draft and Composition*

After some practice with direct dictation, rough draft seems to be next in order. We refer to handwritten or typed material with interlineations, abbreviations, corrections, etc. This should be comparatively simple at first, gradually getting more difficult. Our typing texts should contain more of this kind of practice.

Following this, it will be well to experiment a little with the recording of any personal message or an expression of the typist's ideas directly on the machine. This can be easily done by asking some simple question and having the students type out their answers, handing in the first copy. Arrangement on the page should take a secondary place, yielding to the mastery of the major skill of recording thought.

### *Transcription*

When we come to transcription, we face the complication of a different stimulus, the shorthand outline for words and phrases, which must be substituted for the printed or typed word which has heretofore set off the typing movements. If the experiences with direct dictation, rough draft, and recording of thought have been of the right sort, we shall find that the student has already acquired the knack of keeping the *sense* of what he is typing in his mind while he manipulates his fingers. He should also have acquired that delicate control which will enable him to adjust both his speed and fluency to the degree of skill he possesses on all matter he types so as to produce a practically perfect copy.

### *The Transcription Approach*

The approach to transcription may be made at any time after the student has acquired sufficient reading ability to read the particular

shorthand to be transcribed meaningfully and rapidly, and as soon as he has acquired some ability on the level of the combinations to be typed, plus the ability to maintain reasonable fluency. It should not be attempted while he is working solely on the individual-stroking level, because this requires a very disturbing segregation of the mental processes. The sense of what is to be typed must be got, the words must be virtually memorized, and then while the sense fades, the mind must turn fully to the individual-stroking process until it is finished. Then, the sense must be recalled by rereading from notes or copy, and a little further progress attempted.

From the very nature of the process, co-ordination of the several processes is impossible. Worst of all, an inefficient transcription process, in reality what Morrison calls a "transliteration process," is learned. This is the typical language-art inhibition on the expression side. It will prove a major obstacle to subsequent improvement.

With small units, such as brief forms, phrases, and even sentences, introduction might come very early in the course. Ordinarily, we find in present practice that the approach is delayed until the student has completed the skill development and practical applications portions of his typing text, but this is by no means necessary, and some teachers have experimented with earlier introduction to good advantage. While there is not enough information at hand to say where it can be first or best introduced, it seems to be the consensus of opinion that we should introduce transcription much sooner than we do.

The only caution to be observed beyond what we have specified is that the earlier the introduction the shorter should be the length of the practice units attempted. In every case, the shorthand reading and typewriting manipulative skills should be sufficiently developed to permit of semiautomatic control so that the typist can consciously direct the process of co-ordinating them.

### *A Teaching Device*

Whatever the point of introduction, it is recommended that after choosing a simple practice unit of the proper length, a correctly typed transcription be made, corresponding line for line with the shorthand notes except for added capitalization and punctuation. This will eliminate the necessity of the typist's worrying over the length of line. Set the margin stops so as to type the full lines without the use of the margin release. The learning problem, thus simplified, is now purely one of co-ordination.

The next step is to read the shorthand over



and over again until it can be read aloud meaningfully as fast as the student reads similar material in print.

The typed transcription should next be practiced as straight copy until the typing difficulties have been mastered and fair speed, 100 per cent accuracy, and good fluency can be constantly maintained.

The final step consists in alternating a transcription effort with a straight-away copy effort, preferably under time, until the student seems to have reached the limit of his capacity for that particular practice period.

There are some limitations to the use of this device. The first two or three times the student transcribes he will be extremely conscious of the effort to keep the sense of what he is transcribing in his mind, to insert punctuation marks, capitalize, and spell correctly. He is developing mental controls. After three or four repetitions of the transcription process there will be a certain carry-over from the transcribing and copying processes which will change the nature of his stimuli from sense-recording to memory-recording. That is, he will remember that certain shorthand outlines call for the use of the shift key; others for the insertion of punctuation marks. To some extent, therefore, there is a danger that too much practice will lead to the establishment of false stimulus-response connections that will not be needed in regular transcription. However, it is true that the shorthand outline for "Mr." always calls for a capital "M" and the following period, and there are many such situations which this type of practice assists the student to master with benefit to himself.

The obvious antidote to this danger is to provide a certain increasing amount of new matter transcription as skill develops; but the alternate transcription-copying process remains the best developer of mechanical skills because of its use of repetition, and should be used throughout the course.

What has been said regarding the repetition of the transcription process applies also to the repetition of the reading process. It is true that as a *learning device* it is important that the student read his notes repeatedly until he can read rapidly and fluently. But if this is overdone he will never learn how to *force* his recognition of rare and poorly-written outlines. Therefore, a certain increasing amount of unread, new matter transcription should be provided as skill develops. This observation may clash with the instruction often heard that students should always read through their notes before transcribing. Let us repeat—this is an excellent *instruction device*, but it must not be confused with the *production standard*, which is transcription direct from shorthand notes with nothing but a keen memory to aid.

### *The Final Stages*

Such transcription instruction as we have described should be on simple, straight-away matter; selections from extemporaneous speeches, as in the *Congressional Record*, for instance. When business letter material is used, and that is excellent, if extemporaneous rather than literary in style, the form may be disregarded in the early approach by using only the body of letters. Gradually, however, the formal parts of the letter should be included, even when alternating transcription with copying; and, finally, artistic placement on the page should be brought into the instructional practice.

Simple block and indented forms should predominate at first, to be followed by the more complex styles and variations.

Now and then, teachers will find that the direct dictation of a letter to the class will provide a means of increasing the speed of those who have a tendency to "let down" when transcribing at their own gait. In such cases, the teacher should tell the students where to set the margin stops and how far down to type the date, leaving it to them individually as to where to break each line, punctuate, and capitalize. Paragraphing is best dictated.

### *Standards of Transcription*

There is no question but that the trend is toward establishing the *mailable copy* as the standard of transcription. This is the production standard and must be the final standard in the school. The use of the eraser and the dictionary naturally accompany this standard, because the student must be trained to meet the real situation he will face outside the school.

Nevertheless, it is not advisable to impose this standard in the early stages of learning the transcription process. In the absence of any experimentally justified criteria for the instructional period, it is suggested that transcriptions be measured on the same basis as straight-away copy—by gross words per minute and errors a minute, or, if you like, by total errors. In the latter case, comparison can only be made between efforts of the same length (in time or quantity) and on matter of the same degree of difficulty.

This would indicate that the standard five-stroke word is probably the best ready-made standard available; but the moment the formal parts of the business letter and arrangement on the page are introduced even this standard becomes inadequate for comparative purposes. Within its limitations it does provide a means by which the teacher can stimulate students to improve their transcription ability, because

they can easily compare their transcribing skill with their copying skill.

Errors should be corrected as for copying straight matter. Improvement practice should follow the same lines, except that it should be done from the shorthand notes rather than from memory or from the transcript.

Record sheets and graphs may be kept in the same way as for straight matter tests, separate figures and graph lines being used to compare transcribing with copying performance.

The approach to the production standard, using erasers and dictionary, should be gradual, but during the last few months of intensive courses, and certainly during the last semester

of two-year courses, this standard and procedure should dominate all transcription work, excepting work that is done for the principal purpose of improving basic transcription skill. The daily transcription work at these times is really practice in doing office work, and there can be only one criterion, the office standard. The work is mailable or it is not.

Grading thus resolves itself largely into a question of the quantity of mailable work produced in a given period. There is some further leeway as to relative artistry in arrangement, so that there should be no difficulty in ranking the shorthand transcription work of students solely on the quantity and quality basis.

(To be continued next month)



## A Worthwhile and Interesting Student Activity

IN the Course of Study in Gregg Shorthand for High Schools, published recently by our Research Department, several student activities were suggested. Among them were reading stories written in shorthand, copying shorthand books, taking dictation from the administrative staff of the school, reporting radio lectures, and part-time employment in local offices.

The commercial department of the Western High School, Detroit, has introduced another student activity that should prove most effective in maintaining maximum efficiency in its shorthand and typewriting classes throughout the year. In December of last year, the high school initiated an Intra-Mural Contest in Shorthand and Typewriting with suitable prizes for each event. Students from every class participated—beginners as well as advanced—and every teacher of shorthand and typewriting had at least one winner in the contest.

This is the type of contest that benefits the whole department and that encourages the teacher to devote her efforts to the training of all the members of her class, rather than picking out one or two superior students and giving them her major attention, while the others struggle along as best they can.

Space will not permit us to reproduce in full the program of the Western High School contest. The program itself was a work of typing art—one of the many valuable by-products of a project that too often the inexperienced teacher allows to go to waste. When planning a project, the teacher should always be on the lookout for by-products. They may prove of more pedagogic value than the project itself.

Through the kindness of Miss Dora H. Pitts, of the Western High School commercial faculty, we were permitted to examine the winning budgets submitted by the secretarial group. These budgets deserve special mention. They contain all the projects in "Secretarial Studies," worked out in perfect style, also the shorthand notes and transcripts of many letters dictated from "Rational Dictation." Each cover is a work of art and expresses the individuality of the student.

A list of the winners of the contest follows:

### WESTERN HIGH SCHOOL INTRA-MURAL CONTEST

December 11, 1930

SHORTHAND		
Class		First Prize
Shorthand I	Shorthand Penmanship	Dorothy Koslofaki
Shorthand II	Gregg Writer Complete Theory Test	Howard Wilson
Shorthand III	3-minute test at 60	Helen Tarzinski
Shorthand IV	5-minute test at 75	Gertrude Rohde
Shorthand V	5-minute test at 100	Alma Spratt
Shorthand VI	3-minute test at 120	Virginia Stol
Secretarial V	Secretarial Studies Notebook	Alma Spratt
Secretarial VI	Secretarial Studies Notebook	Virginia Stol
TYPEWRITING		
Typewriting I	3-minute test	Lillian Roth
Typewriting II	3-minute test	Florence Grablich
Typewriting III	3-minute test	Gladys Caplin
Typewriting Adv.	5-minute test	Antessie Wallak

We wish to congratulate Mr. Chapman, principal of the Western High School, and all the members of his staff who participated in the management of this contest.

# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *What Happens When the "Perfect Copy" is Required?*

**T**HE "feel" of the movements in stroking a key or a sequence of keys on the typewriter is greatly affected by the speed with which the stroking is done. A slow movement in reaching and stroking produces an entirely different "feel" from that produced by a quick movement. Both time and space are factors in the equation. This is a phase in the learning of typing that many teachers are unfamiliar with, on account of their own lack of skill in typing rapidly.

The stroking of individual keys, and later frequent sequences of keys, should, therefore, be carried on at the student's highest level of successful accomplishment from the beginning. Otherwise incorrect kinaesthetic sensations will be inevitable. To quote from "Rational Typewriting," page 4: "Striking the key with a sharp, rapid tap with instant finger recoil also has an important psychological effect; it energizes and speeds up the stroking and intensifies the 'feel' of the stroke. The stroke must be positive. Even at the start it must have a fair degree of rapidity to give the correct 'feel' of the letter-making movement."

From the very beginning, the stroking of keys must be rapid, even though longer intervals between the strokes are necessary, owing to the unfamiliarity of the student with the location of the keys. In the early stages the student is learning the operation of the machine as a tool; anything that diverts him from that purpose means a loss of time to the extent that these diversions are permitted. The student's efforts should, therefore, be centered on the pure practice phases of typing—learning to make the reaches and strokings correctly; learning the operation of the mechanical features of the machine; learning rhythm, fluency, and accuracy of operation. His work should be confined solely to skill development in the technique of operation. The success of his progress should be measured

by *how well* he is performing all the machine operations, and not by the kind of copy he produces.

What happens if we require perfect work on all the student's pure practice exercises at this time? if we confuse the issues and treat the student both as a beginner and as an expert? He cannot be both beginner and expert at the same time. If we say, "Here is an exercise; make a 'perfect copy' of it," his first reaction is that the perfect copy is the sole objective and nothing else matters. Even if the teacher has done all possible to impress him with the importance of correct technique, he will promptly forget all that in trying to measure up to the new requirement. Technique is thrown to the winds, and he proceeds to make the "perfect copy" in any way that he can—taking surreptitious, or bold, glances at the keyboard, feeling his way around for given keys—slowly, painfully doing his best to reach professional performance, so far as copy is concerned, without a vestige of technical skill to make it really effective. Naturally, under these conditions his stroking will be slow and wavering. He will build up conflicting kinaesthetic associations that will possibly forever prevent him from reaching anything like the potential technical skill he could have developed through correct methods of teaching and practice.

Enter the average typing class and you are greeted by the lifeless tap—tap—tap—tap, which means that the keys are being pushed down, instead of the lively tap, tap, tap, tap, with the skillful, resilient, *positive* stroking that is possible even with the beginner if he only understands the aim of the practice, and has had the correct method demonstrated to him. One of the first steps the teacher should take is to show the student the purpose of any exercise and how to practice it.

It must appear inconsistent to any student who has any power of thinking whatever to be required to write word after word and make lines come absolutely even, when such copy is so at variance with what he finds in practical typing. On the other hand, if the student is motivated with the idea that such practice is purely for the purpose of developing skill in typing these words continuously, smoothly, rhythmically, fluently, without regard to the appearance of the page from the finished-product point of view, he gets an entirely different conception of the underlying purpose of his practice.

How far would the student of the piano get if he were given a "piece" and told to practice it until he had a "perfect copy"? The student of the piano does not practice scales, phrases, and other devices for securing digital skill or strive for the delicate nuances of expression and tone (tapping the keys with the correct degree of power may be compared loosely to "tone" on the piano), with the idea that he is doing this as a "finished product" before a critical audience. Actually he is going through the process of developing skill as a preparation for a later use of these skills in the finished performance.

The truth of the matter is that there is no greater teaching fallacy in the typewriting teaching field today than the theory of trying to obtain a professional standard of performance on the finished product before the preliminary work of learning to operate the machine as a writing instrument is completed.

To be completely logical the demand for the perfect copy should be changed to a demand for the perfect copy typed at perfect speed with perfect fluency!

When we refer to the "perfect copy" as of little value in the early practice, we have in mind the use of that standard as a basis for measuring the student's progress. We do not think it is the correct standard with beginning students, because the perfect copy is only a result; it reveals nothing of the processes by which it was obtained. We are convinced from experience that the best and most lasting results will be obtained in typing by placing the emphasis first on correct technique, and when that has been accomplished, shifting the work to the practical application of that technique to practical problems in arrangement. In other words, there is a technique of performance and a technique of finished product.

*Technique of performance* means mechanical skill. The finished product means accurate interpretation and correct set-up, combined with operating skill. Operating technique is of first importance, because not much worth while can be accomplished in practical application unless correct machine operation habits have been thoroughly mechanized.

"But," the question will be asked, "How are we to establish habits of accuracy unless we require accuracy of copy?" The answer to that is if we just shift the emphasis to habits of accuracy in technique—in performance, the matter will be even simpler than if we attempt to put the cart before the horse. Of course all effort in typing should have accuracy for one of its main aims—but accuracy with skillful operation.

The errors that we find in papers handed in by the student mean little or much, but they rarely ever show clearly whether the fault lies with incorrect operation or something else. Repeated errors naturally should be studied with the idea of prescribing skill improvement practice that will remove the cause. It is absurd to draw the conclusion that because an error has been made it is a fault in operative technique. It is equally absurd to think that a "perfect copy" represents correct technique.

There is another point about errors that should be pointed out. Checking an error on paper does not disclose anything about techniques. It is then too late to do anything about that particular error. It is of first importance to check the technique of the student to discover possible incorrect operative performance. One of the greatest advantages of the "technique first" idea is that with that method correct habits are built up, reducing chances for error. Speed and fluency are also greatly increased.

Fortunately, every year more teachers are realizing that typewriting is a skill subject and they are basing their teaching procedures on that idea. This is one of the most hopeful signs in the typewriting teaching field today. We are rapidly reaching the point where the teacher of beginning typewriting will spend most of his teaching time in directing the efforts of his students and less time on making paper corrections, which are more or less futile.



## Spillman Joins Benedicts

IT is with pleasure that we announce the marriage of Mr. Harry Collins Spillman, who recently joined the Gregg organization in the capacity of Director of Educational Service, to Miss Roberta Beauchamp, of Russellville, Kentucky.

After graduating from Logan College, Kentucky, Miss Beauchamp served for some time as secretary to the City Commissioner of Lakeland, Florida.

The wedding took place at Lakeland, Florida, on December 26. Mr. and Mrs. Spillman are now making their home at the Prince George Hotel in New York City. If you haven't already heard the news, we know you'll want to add your congratulations, too!



# DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

## *The Bear, the Monkey, and the Pig*

*A Spanish Fable in English Verse*

(May be written as soon as the student has completed the eighth chapter in the Manual)

Upon four paws the Bear did dance,  
A slide, a hop, and then a prance.  
He did his best to<sup>20</sup> earn some gold  
To aid his old man, Fifel Bold.

Miss Monkey sat up in a tree  
And laughed and<sup>40</sup> shook her sides with glee.  
And in surprise the Bear did say,  
"Why, you're a wee bit gay today!"

She<sup>60</sup> thought him such a silly sight  
And he had thought he danced just right.  
His nose went up and he<sup>80</sup> got peeved,  
But Mistress Monkey was not grieved.

A pink-eyed Pig then came along  
And grunted forth a joyful<sup>100</sup> song.  
His strains burst forth into the air  
And how he praised the dancing Bear!

On hearing this the Bear<sup>120</sup> sat down,  
With solemn thought and then a frown.  
'Twas true he did *not* dance so well—  
So this is<sup>140</sup> what he learned to tell:

The praises of the wise bring joy,  
We like them, they do not annoy.  
But<sup>100</sup> praises of the fool bring pain,  
It's better that we dance in vain! (173)

## *Supplementary Lesson Drills*

### *Chapter Four*

Dear Sir: On Monday of this week I shall begin my annual sale of men's clothing. I expect to have<sup>20</sup> a full lot of special values, as usual, in suits and hats. I also carry Cuzins' shoes which are, as<sup>40</sup> you know, especially good values.

There is no question but that you will want to come in, look the stock<sup>60</sup> over, and purchase what you will need for the season. You may charge your purchases if you wish. Remember the<sup>80</sup> day—March 9. Yours truly,

Dear Sir: We thank you for your order for castings, springs, and cranks. We will<sup>100</sup> load all but the springs on the cars today and make every effort to see that they leave our yards<sup>120</sup> Saturday. We have not had springs as strong as you ordered for a long time. It has been

unnecessary for<sup>140</sup> us to carry them recently, and it is our experience that goods of this character bring in small returns. We<sup>160</sup> are ordering, among other things, a spring of very great strength hoping that it will answer your purpose. We will<sup>180</sup> not bill the order until completed.

We have communicated with Hastings and Young, of Yonkers, about the engine you want.<sup>200</sup> They examined it and said, in effect, that you were correct in your impression that there is no better built<sup>220</sup> engine on the market. It was not listed, so we cannot tell you what the expense would be to install<sup>240</sup> it complete.

If anyone else handles these engines, they are unknown to us. Yours truly,

Dear Sir: I have your<sup>260</sup> letter of February 20 about the fur rug you bought from us.

I am glad you took this matter up<sup>280</sup> with me. Our company is always glad to take back, without question, anything you purchase from us that is not<sup>300</sup> what it was represented to be, or that does not suit your needs.

If you will ship the rug back<sup>320</sup> by express I will see that the charge for it is taken off our books. Very truly yours, (338)

### *Chapter Five*

Dear Sir: We wired you this morning in answer to your complaint about the delay in your order for class<sup>20</sup> rings, and this letter will explain more fully our communication.

We realize that you have been annoyed by this delay<sup>40</sup> and we are indeed sorry for it.

When we tried to get our stock from the factory, they told us<sup>60</sup> that they were not receiving their supply of ore from the mines. The latter were idle for many weeks on<sup>80</sup> account of severe strife with the workmen over wages. The matter has been arranged satisfactorily, and both mines and factory<sup>100</sup> have increased their working force to more than twice their usual numbers, and they are working overtime in order to<sup>120</sup> relieve the congested situation.

We ask you to bear with us a little longer. Very truly yours,

Dear Sir: Why<sup>140</sup> did you not buy Cuban sugar when you had an excellent opportunity to get it at reduced prices? Prior to<sup>160</sup> wiring you I wrote you enclosing a letter from Owens telling me of the wide variations in prices and urging<sup>180</sup> that we arrange to take advantage of all reductions.

Owens says there are buyers from various companies in the South<sup>200</sup> as well as in Cuba whose object seemingly is to purchase all

Cuban and other cane sugar that they come<sup>220</sup> across and store it for higher prices. Please note that this is creating a situation that is appalling, and I<sup>240</sup> trust you will make immediate progress to check it.

Please acknowledge this letter without delay and send us a correct<sup>260</sup> report. Yours truly,

Dear Madam: Enclosed you will find two tickets for the Senior play to be given on the<sup>260</sup> evening of March 14.

You are sure to enjoy it, as the lines are amusing, the stage showy, and the<sup>300</sup> music very good.

I trust you will be able to use the tickets. Yours truly, (315)

### Chapter Six

Dear Madam: We wish to call your attention to the very unique sale which we have planned for all next<sup>30</sup> week. Our purpose in holding this sale is to reduce our stock before inventorying.

The unique part about this sale<sup>40</sup> is that we are specializing on some one thing each day. On Monday, for example, we are offering unusual bargains<sup>60</sup> in shoes; Tuesday, our entire line of fur-trimmed winter coats will be sold at half price. On Wednesday, you<sup>80</sup> may purchase children's clothing at prices which you would be unable to find at other stores. We suggest that you<sup>100</sup> bring your child right to the store and fit him out, as we are not allowing any exchanges or refunds<sup>120</sup> during this sale. On Thursday, we shall hold a one-cent sale on hats. You buy one hat and by<sup>140</sup> paying one penny more you may have your choice of a second hat, free. Friday, a clearance sale of household<sup>160</sup> linens will be held, and Saturday we are having a store-wide sale.

All prices will be slashed without reference<sup>180</sup> to costs, for our stock must be reduced!

On receipt of this letter we hope you will be prompted to<sup>200</sup> set apart the days of this great pre-inventory sale, and take advantage of the many values we are offering.<sup>220</sup> Yours truly,

Dear Sir: Your attention is called to an invoice which should have been settled in October. We cannot<sup>240</sup> allow it to stand. You have had plenty of time to make some arrangement to pay it. I suggest that<sup>260</sup> you acknowledge this correspondence by sending us a remittance.

In any event tell us why you have failed to pay<sup>280</sup> for the invoice. Yours truly,

Dear Sir: In reply to your letter, it will be a pleasure to send you<sup>300</sup> a catalog. You will find everything as advertised, as we have revised our catalog so that the new goods replace<sup>320</sup> the old. When a quantity is bought the price is reduced.

We should like to make your acquaintance and hope<sup>340</sup> you will come to see our display. Perhaps we can help you reach a decision on some of the merchandise.<sup>360</sup> Cordially yours, (362)

## Review Practice on the Brief Forms

From "Progressive Dictation"

By Lillian Grissom Wilson

Unit 5.—Dear Sir: I feel that I must get some scheme for checking sales in my business. I have been thinking<sup>20</sup> of the matter for some months, but have not been able to think of any help so far. Three men<sup>40</sup> work for me part of the time, and I cannot always see what they sell. Again and again I miss<sup>60</sup> something from the shelves, but not one of the three has made a ticket for it.

Because of such cases<sup>80</sup> I must get some first-rate system of tracing the sales. I shall not say there is anything against these<sup>100</sup> men. I think the truth of the matter is that they get busy and fail to make slips for each<sup>120</sup> thing they sell. Even if that is the cause, I must see that I have some thorough check on them.<sup>140</sup>

What are you publishing about a good system for my business? I shall be thoroughly in favor of anything you<sup>160</sup> believe will aid me. Everyone says you have all the good schemes that are before the public today. My business<sup>180</sup> may need to undergo a vast change before I get very far with any system. Yours truly, (197)

Unit 6.—Dear Sir: Your letter of May 15 did not reach me until this morning, when I got back from a<sup>20</sup> session of the Marketing League. You should have been present at the meeting, too, as it gave a great vision<sup>40</sup> of our work. The first morning a woman read a paper on the evasion of taxes by big businesses. Some<sup>60</sup> of the people present praised it, some began to tell her that she would make factions in the League, and<sup>80</sup> others glared at her. Nothing more could be given until the meeting was still. The presence of Mr. James Risk<sup>100</sup> helped check the break between the factions.

The next morning someone mentioned his name for president of the League, but<sup>120</sup> he would not let it be presented. He said he could not give the time needed to the work. The<sup>140</sup> League would not beg him to take the place when it would cause him to overwork, but he says he<sup>160</sup> will visit and also aid in any good action at our sessions. I will not tell you any more about<sup>180</sup> the meeting till I see you. There will be another session sometime soon, maybe next month, so I plan to<sup>200</sup> take you with me then. Yours truly, (207)

Unit 7.—Dear Madam: Since you are the leader of the Home Mission League of your church this season, I want to<sup>20</sup> have a chance to tell you about several needy families before your next meeting.

Dr. James Cole told me about<sup>40</sup> these cases after he had called upon the sick in the factory section of our city. He says that it<sup>60</sup> is a situation that should be given state aid, but there is not much chance of getting any.

During the<sup>80</sup> big snow the first of this month, many homes had no heat at all, and often went with one meal<sup>100</sup> a day. I believe this was caused by two of the big factories being closed, leaving scores with no work.<sup>120</sup> Of course, soon someone from almost every family was sick. Dr. Cole went each time he had a call from<sup>140</sup> that section, but he says it will not be possible for him to give any more of his time at<sup>160</sup> present.

It is my belief that the Home Mission League will see that the most needy cases receive aid if<sup>180</sup> the general situation is made known to them.

I have the names of six small girls needing a home at<sup>200</sup> once. Could you tell me where I could place such girls? It is my purpose to place them in model<sup>220</sup> homes if possible. In order to tell you more about these needy people, I shall be glad to call upon<sup>240</sup> you on any date you may set. Yours truly, (249)

Unit 8.—Dear Mrs. Hurt: I am sorry you were ill and had to miss the very important meeting of our chapter<sup>20</sup> of the Welfare League yesterday.

As you know, the subject for study was "Good Books for Children." Two ladies read<sup>40</sup> papers they were asked to prepare, and then we all talked together about the several books they mentioned. Of course,<sup>60</sup> what one lady would regard as good, another would not think of any importance. Some of the company would not<sup>80</sup> give children any fairy tales; others would make capital of them in teaching good manners; some would keep all love<sup>100</sup> stories under lock and key until the children are well grown; others would collect some good wholesome ones for the<sup>120</sup> children to read when they desire them. Some real good talks were made, but I could not see that either<sup>140</sup> faction won. Although it was a rather heated session, with a great deal of analysis of every opinion given, not<sup>160</sup> once did it become necessary to call anyone to order. Each member was a dear and put good manners above<sup>180</sup> everything else. I know you will be glad to hear of this meeting. Yours very truly, (196)

Unit 9.—Dear Sir: This is to inform you that the officials of our company will send a man to visit your<sup>30</sup> office sometime next week. Mr. Hart has a thorough knowledge of the work, and it will be of great value<sup>40</sup> to the men in your employ if you will give him a chance to speak to them. He will have<sup>60</sup> them spellbound every minute he is on the floor. He will give them a vision of the flour milling business<sup>80</sup> that they have never had before, and I believe they will put more vim into their work almost immediately. At<sup>100</sup> the close of this special meeting, he will give the men a chance to ask his opinion about anything they<sup>120</sup> desire. By that time, Mr. Hart will have the men so at ease that they will express their thoughts freely.<sup>140</sup> We have already had him in several offices to represent our company, and everyone seems to agree that his visit<sup>160</sup> makes a complete change in many of the men employed. He will make them see

that the man who labors<sup>180</sup> with a weak purpose and is ready to complain that there is no future in the business for him will<sup>200</sup> soon find his boss agreeing with him; but the man who puts his whole soul into his work each day<sup>220</sup> of the week will convince the company officials that he is ready for a bigger job.

Should you think it<sup>240</sup> would be better for your office to have Mr. Hart at some later date, let me have an immediate reply<sup>260</sup> from you, and the committee planning his work may be able to give you another time. Yours truly, (278)

## Ghosts of the Sea

By Hugh Thomason

From the "Dearborn Independent"

There is no man more sensitive to ridicule than the sailor. He detests the merest suspicion of being laughed at,<sup>20</sup> and, while among themselves sailors yarn endlessly, it is most difficult for the landsman to get a seaman to talk<sup>40</sup> freely. Even then, one doubtful look or word of disbelief and he shuts up, close as the proverbial oyster.

The<sup>60</sup> consequence is that landsmen never hear of the strange things that happen at sea.

Many of these supposedly supernatural appearances<sup>80</sup> are doubtless explainable from natural causes. To take one instance, the mystery of the well-known phantom ship of Cape<sup>100</sup> Horn has recently been elucidated. Over and over again vessels on their way from Europe to Western America via Cape<sup>120</sup> Horn have been startled by the sight of a large ship with decks awash drifting in an almost impossible position<sup>140</sup> beneath the giant-cliffs of the Straits of Lemaire.

At night or in a storm this bark with her towering<sup>160</sup> white sails has the strangest appearance. The *Crown of Italy*, attempting to go to the aid of the supposed derelict,<sup>180</sup> ran upon a reef and was wrecked, and a similar fate has befallen several other vessels. During the year<sup>200</sup> 1907, at the request of the United States, the Argentine Government sent a steamer to make researches. It was<sup>220</sup> found that the supposed phantom was nothing but a rock—a rock which, by some strange freak of nature, was<sup>240</sup> white instead of black, like those surrounding it, and bore the most startling likeness to a ship with sails set<sup>260</sup> and deck just level with the waves. Another strangely shaped rock off St. Helena, whitened with sea birds, bears so<sup>280</sup> exact a resemblance to a full-rigged ship that the oldest and most experienced seamen have been deceived.

Mirage, again,<sup>300</sup> may account for some of the specters which have puzzled and alarmed mariners. Mirage is a phenomenon not confined to<sup>320</sup> sandy deserts, for it is seen over snow and glaciers and also at sea. In 1854 the<sup>340</sup> *Archer*, cruising in the Baltic, saw the whole of the British fleet of nineteen ships inverted in the air apparently<sup>360</sup> only a few miles away. At the time the fleet was actually hull down, the nearest ship being more than<sup>380</sup> thirty miles from the *Archer*.



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### SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, *President*

Shubert-Rialto Bldg., St. Louis, Mo.

## Continental Connections

Written January 1. We wish you all a happy new year, and we shall do our best to help make it so, if you grant us the privilege. Within thirty days, calls for teachers have come from Oregon, California, Oklahoma, Iowa, Michigan, Ohio, Pennsylvania, West Virginia, New York, Connecticut, and Massachusetts. If we may help you, write. Your letter will be answered at once.



### THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, *Mgr.*

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Larcom Ave., Beverly, Mass.



But apart from such natural phenomena, there are things seen at sea by no means<sup>400</sup> so easy of explanation. We have no less credible witness to the appearance of a true phantom ship than the<sup>420</sup> present King of Great Britain. The incident is recounted in *The Cruise of Bacchante*. On July 11, 1881,<sup>440</sup> at four o'clock in the morning, a spectral ship crossed the bows of the vessel in which Prince George<sup>460</sup> and his brother were cruising round the world. The apparition is described in these words: "The Flying Dutchman crossed our<sup>480</sup> bows. A strange red light, as of a phantom ship all aglow, in the midst of which light the masts,<sup>500</sup> spars, and sails of a brig two hundred yards distant stood up in strong relief. Thirteen persons altogether saw her,<sup>520</sup> but whether it was Vanderdecken or the Flying Dutchman, or who else, must remain unknown. The *Tourmaline* and *Cleopatra*, which<sup>540</sup> were sailing on our starboard bow, flashed to ask whether we had seen the strange red light." It is a<sup>560</sup> curious fact that six hours later the able seaman who was the first to sight this terrifying apparition fell from<sup>580</sup> the foretopmast crossrees and was smashed to pieces.

The so-called Flying Dutchman is the best known of all<sup>600</sup> ghostly wanderers of the ocean, and his story the most familiar. The generally accepted version is that Cornelius Vanderdecken, a<sup>620</sup> Dutch sea captain, was on his way home from Batavia when, in trying to round the Cape of Good Hope,<sup>640</sup> he met with baffling head winds, against which he struggled vainly for nine long, weary weeks. At the end of<sup>660</sup> this time, finding that his ship was in precisely the same position as at the beginning, Vanderdecken burst into a<sup>680</sup> fierce fit of impious passion, and, dropping on his knees upon the deck, cursed the Deity and swore that he<sup>700</sup> would round the cape if it took him till the Day of Judgment. Taken at his word, he was doomed<sup>720</sup> there and then to beat to and fro for all time, and sailors' superstition connects the appearance of his phantom<sup>740</sup> ship with certain and swift misfortune.

Vanderdecken is not the only ocean wanderer in the latitude of Cape Agulhas. There<sup>760</sup> is another Flying Dutchman in the shape of Bernard Fokke. Fokke, who lived in the latter half of the 17th<sup>780</sup> Century, was very different from the ordinary type of Hollander. He was a reckless fear-nothing, who boasted that his<sup>800</sup> vessel could beat any other afloat. To make good his boast he cased her masts in iron and crowded more<sup>820</sup> sail upon her than any other ship of that time dared carry. It is on record that he made the<sup>840</sup> passage from Rotterdam to the East Indies in ninety days, a feat at that period savoring of the miraculous.

The story<sup>860</sup> goes that in his anxiety to beat even his own record, Fokke sold his soul to the Evil One, and<sup>880</sup> at his life's end he and his ship both disappeared. Transported to the scene of his old exploits, and with<sup>900</sup> no other crew than his boatswain, cook, and quartermaster, he is condemned to strive endlessly against heavy gales that ever<sup>920</sup> sweep him back.

Whether the phantom ship be that of

Vanderdecken or of Fokke, the fact remains that nine-tenths<sup>940</sup> of all the reported appearances of phantom ships are between the fortieth and fiftieth latitudes. Nor has the age of<sup>960</sup> steam killed the tradition, for a year rarely passes without some vessel sighting one of these ghostly wanderers of the<sup>980</sup> ocean. All sailors believe that, while specter ships usually hail any vessel they meet, it is the height of bad<sup>1000</sup> luck to reply in any way.

Phantoms of the sea have frequently been seen off various parts of the British<sup>1020</sup> coasts. In the old days Cornwall was notorious for wreckers, who worked their will along the iron-bound cliffs. Priest<sup>1040</sup> Cove is believed to be still haunted by one of these gentry, who during his lifetime preyed on the spoils<sup>1060</sup> of unfortunate vessels lured ashore by a false light hung around the neck of a hobbled horse. The wrecker<sup>1080</sup> is seen on stormy nights, but no longer on shore. He clings to a fragment of timber among the breakers,<sup>1100</sup> and is eventually dashed upon the rocks, and disappears in roaring foam.

The fishermen of the rugged coast of Kerry<sup>1120</sup> have another legend connected with the fate of wreckers. One winter morning, early in the 18th century, a large ship<sup>1140</sup> was found mastless and deserted, wedged among the rocks of that deadly coast. The wreckers eagerly pushed off, and to<sup>1160</sup> their joy found that the galleon was laden with ingots of silver and other rich produce of Spanish America. They<sup>1180</sup> filled their boats to the water's edge, and were eagerly pulling back when a monstrous tidal wave came rushing up<sup>1200</sup> out of the west. The horrified watchers on shore saw their brothers and husbands instantly swallowed up, and when the<sup>1220</sup> wave had broken not a sign remained of boats or men or ship. Upon each anniversary of the day the<sup>1240</sup> grim tragedy is said to be reenacted.

The Solway has more than one phantom craft. Centuries ago two Danish sea<sup>1260</sup> rovers, who had spent a lifetime in deeds of crime and cruelty, put in to Solway with their long ships<sup>1280</sup> heavy laden. A sudden furious storm broke, and the overweighted ships sank at their moorings with all on board. Upon<sup>1300</sup> clear nights these two vessels, with their high curved prows and rows of shields along the gunwale, are sometimes seen<sup>1320</sup> gliding up the estuary, but no money would tempt the local fishermen to go out to meet them.

The story<sup>1340</sup> is that about a century and a half ago two young men, well primed, did row out to investigate. They<sup>1360</sup> were seen to approach the ghostly visitants, when suddenly the galleys sank, and the boat and its occupants, drawn down<sup>1380</sup> in the swirl, were never seen again. The so-called "spectral shallop" of the Solway is the apparition of a<sup>1400</sup> boat which was maliciously wrecked by a rival while ferrying a bridal party across the bay. It is manned only<sup>1420</sup> by the fleshless ghosts of the wrecker, but the only ships which it approaches are those which are doomed to<sup>1440</sup> wreck or disaster.

The rocky coasts of New England are haunted by several ghost ships. Of these the specter of<sup>1460</sup> the *Palatine* is the best known,

and her appearance flying down Long Island Sound is generally recognized by fishermen and<sup>1490</sup> coasters as a forewarning of a disastrous storm. Her story is a terrible one. The *Palatine* was a Dutch trader<sup>1600</sup> which, lured by false lights exhibited by wreckers, went ashore on Block Island in the year 1752.<sup>1620</sup> Having stripped her, the wreckers, to conceal all traces of their crime, fired her. As the tide lifted her and<sup>1840</sup> carried her, wrapped in flames, out to sea, shrieks of agony burst forth, and a woman, presumably a passenger who<sup>1800</sup> had hidden herself in fear of the wreckers, appeared on deck amid the crackling blazes. Next instant the deck collapsed<sup>1850</sup> and she vanished.

The New Haven ghost ship is, like the *Palatine*, an omen of disaster. In January,<sup>1600</sup> 1647, a vessel built at New Haven sailed on her maiden voyage. In the following June there came one<sup>1620</sup> afternoon a furious thunderstorm, and after it was over, and about an hour before dark, the well-known craft was<sup>1640</sup> sighted sailing into the river mouth—but straight against the wind! People crowded on the shore to watch her, but<sup>1660</sup> while still a mile or more away she slowly vanished from sight.

It was agreed that the apparition signified that<sup>1680</sup> the ship herself had been lost, and, in fact, she never was heard from again.

Longfellow has written a poem<sup>1700</sup> embodying the story, of which one verse may be quoted:

And the masts with all their rigging  
Fell slowly one<sup>1720</sup> by one;  
And the hull dilated and vanished  
As a sea-mist in the sun.

The storm-ridden Gulf of<sup>1740</sup> St. Lawrence is still haunted by the flagship of a fleet sent by Queen Anne against the French. The fleet<sup>1760</sup> reached Gaspé Bay, when a fearful gale rose suddenly, and one after another the ships were driven on the<sup>1780</sup> rocks and broken to pieces or sunk. It was under the tall cliffs of ill-named Cape d'Espoir that the<sup>1800</sup> flagship came to her end, and upon each anniversary of the wreck the sight is repeated. Her deck is seen<sup>1820</sup> to be covered with soldiers, and from her wide, old-fashioned ports lights stream brightly. Up in the bows stands<sup>1840</sup> a scarlet-coated officer, who points with one hand to the land, while the other arm is round the waist of<sup>1860</sup> a handsome girl. Suddenly the lights go out, the ship lurches violently, her stern heaves upward, and screams ring out<sup>1880</sup> as she plunges bow-foremost into the gloomy depths.

There are other sea phantoms besides apparitions of vessels, and not<sup>1900</sup> all are portents of misfortune. Some, indeed, are kindly in intention. Such was the drowned man who appeared in the middle<sup>1920</sup> of the night to Captain Rogers, of the *Society*, and warned him to go on deck and have the lead<sup>1940</sup> cast. He did so, found only seven fathoms, tacked, and when morning came saw himself close under the Capes of<sup>1960</sup> Virginia instead of, as he had imagined, being more than a hundred miles out at sea.

A well-known novelist<sup>1980</sup> has written a most gruesome story of a ghost which invaded a cabin of a modern liner, and lay in<sup>2000</sup> its accustomed berth, dripping with salt water and festooned with seaweed. It is a very old belief among sailors that<sup>2020</sup> the ghost of a drowned man returns in this fashion. In Moore's *Life of Byron* it is related that a<sup>2040</sup> certain Captain Kidd told the poet how the ghost of his brother (then in India) visited him at sea and<sup>2060</sup> lay down in his bunk, leaving the blankets wet with sea water. He noted the time and found that it<sup>2080</sup> corresponded exactly with the hour at which his brother was accidentally drowned.

A similar incident occurred much more recently in<sup>2100</sup> the United States Navy. Thirty-nine years ago the old U. S. corvette *Monongahela* had a paymaster, a red-bearded<sup>2120</sup> man with one eye, who was known throughout the service as one of the best storytellers in the navy.<sup>2140</sup> He was a most popular man, but his love of whiskey eventually brought him to his end. He died on<sup>2160</sup> board and before his death he said to the other officers, "Dear boys, you've been good to me, and I<sup>2180</sup> love you for it. I can't bear to think of leaving the ship, and if I can I shall come<sup>2200</sup> back, and you'll find me in my old cabin, No. 2 on the port side." Although nobody acknowledged that he<sup>2220</sup> believed "Pay" would come back, yet No. 2 remained vacant for three cruises.

Then Assistant Paymaster S— joined the ship,<sup>2240</sup> and having, as he said, no superstitions, installed himself comfortably in No. 2. All went well and they were homeward<sup>2260</sup> bound when, one night in April, the whole ship was terrified by unearthly screams. The officers rushed out, and there<sup>2280</sup> was S— in a heap on the deck outside his cabin. When asked what was the matter, he gasped out,<sup>2300</sup> "A dead thing—a corpse in my berth—one eye and a red beard. Horrible!" When he had recovered himself<sup>2320</sup> a little he explained that he had awakened feeling very cold. As he moved he came in contact with something<sup>2340</sup> clammy, slimy, and cold as ice. By the dim light which leaked through the port he saw that he had<sup>2360</sup> a bedfellow, a corpse with one eye staring, and a red beard tangled with seaweed. The officers crowded into the<sup>2380</sup> door of No. 2. There was no corpse, but—on the wet and tumbled blankets lay a few fragments of<sup>2400</sup> barnacled seaweed!

It is a common belief among sailors that a ship which has been sunk and raised again is<sup>2420</sup> haunted by the ghosts of those who were drowned. (2429)

--:

A man's success in business today turns upon his power of getting people to believe he has something that they<sup>20</sup> want—Business today consists in persuading crowds. (27)

--:

There is no advancement to him who stands trembling because he cannot see the end from the beginning—E. J. Klemme (21)

## Salesmanship

A French artist who in 1924 won the Prix de Rome and the next year won the<sup>20</sup> Alphonse-Neuville prize for the most distinguished painting of the year, fainted in the streets of Paris for lack of<sup>40</sup> food.

He had eaten nothing for four days. After he had been revived with a cup of hot soup he<sup>60</sup> said that prices were so high he could live only a week on a picture that took him five months<sup>80</sup> to paint.

An artist whose work has been authoritatively recognized as fine art ought not, you will rightly say, to<sup>100</sup> be starving merely because he lacks ability in salesmanship.

But right or not, such are the facts. If you have<sup>120</sup> what you think the world ought to want, set about trying to make the world realize that desire at once. (140)—*San Francisco Examiner*

--

If you cannot win, make the one ahead break the record—*Keene Thrusts* (13)

--

Money is the most envied but the least enjoyed; health is the most enjoyed but the least envied. (18)

--

While we look for a better day to come, let us see how good we can make today. (18)

## Key to January O. G. A Plate

Everything in your life depends entirely on you. You must steer your own course and shape your own future. To<sup>20</sup> become educated, you must do your own thinking. Your lessons may be perfectly planned and presented but you are obliged<sup>40</sup> to do the studying. You alone can organize your habits. As pilot of your life, you must give attention to<sup>60</sup> solving the problems of its course.

You must create your own ideals and form your own ideas. Your thoughts are<sup>80</sup> of your own thinking; your character is of your own handiwork and can be disgraced by no man's hand but<sup>100</sup> your own. You have to build your own monument, or dig your own ditch—which will it be?

It is<sup>120</sup> not difficult to improve personal qualities if you go about it in the right way. (135)

## Lake Baskunchak Salt

*A Naturally Replenished Russian Deposit*

By R. S. Borsford

In "Popular Research Narratives"

(Copyright by Williams & Wilkins Company, of Baltimore)

During the last drive of the Russians against the Poles, large numbers surrendered on being given salt with some food,<sup>20</sup> the salt being the inducement. Dyaks in Borneo fighting inland against Rajah Brooke surrendered when they ran out of salt<sup>40</sup> to eat with their

rice. A hostage chief I took out shooting at the coast accidentally put his finger wet<sup>60</sup> with sea water into his mouth and cried out: Tuan, it is salt.

The great fishing industry on the Caspian<sup>80</sup> Sea, in Astrakhan at the mouth of the Volga, is tied up with production of salt on Lake Baskunchak, thirty<sup>100</sup>-five miles east of the river, one hundred fifty miles upstream. Disorganization resulting from war, by reducing production of salt<sup>120</sup> and curtailing shipment of salt fish, greatly augmented the recent famine.

Baskunchak salt industry has come down from antiquity, methods<sup>140</sup> unchanged. Companies worked in allotted areas. Early in the war, groups of fishermen controlling twenty-five hundred boats combined<sup>160</sup> to get at reasonable cost a constant supply for their fish and caviar, transported all over Russia. They got salt<sup>180</sup> cheaply but wages rose and workmen were scarce. They desired therefore to harvest salt by machinery. My examination led to<sup>200</sup> the method described below.

Baskunchak Lake is oval, thirty-eight square miles area, served by a double-track railroad from<sup>220</sup> Vladimirsky Pristan on the Volga skirting three-fifths of its circumference thirty to one hundred fifty yards from the edge,<sup>240</sup> seven feet above lake level. The region is arid. During the winter, the lake is covered with brine from rain<sup>260</sup> percolating through surrounding hills, so that for one hundred fifty to four hundred yards from shore the salt is submerged<sup>280</sup> two to three and five-tenths feet and the remainder about one foot, varying with the season; it is too<sup>300</sup> cold to go into the lake, although the brine rarely freezes. During May and June, the brine evaporates, leaving the<sup>320</sup> lake dry except for the rim, which remains about one and five-tenths feet deep, shading off towards shore<sup>340</sup> and the center, which becomes quite dry, often slightly rippled and appears like ice. There is a hard layer like<sup>360</sup> rock salt all over the lake, with occasional softer spots, in the center eight inches thick, but four feet at<sup>380</sup> four hundred yards from shore, getting less as shore is approached. Near shore the surface is soft.

On breaking through<sup>400</sup> the hard layer, brine rises to within four inches of the surface; beneath it clean translucent crystals are found locked<sup>420</sup> together so that the salt must be disintegrated with tools before it can be shoveled up by workmen standing either<sup>440</sup> in brine or on a plank straddling the hole. The brine circulates below the layer and so pumping does no<sup>460</sup> good. The common salt has crystallized out leaving the bitter salts (glauber and others) in solution. Some prefer salt from<sup>480</sup> the center below the hard layer, some prefer the layer, and many the soft deposit each season.

As soon as<sup>500</sup> it got warm enough and the depth of brine lessened, workmen commenced at the edge scraping up the soft deposit<sup>520</sup> with shovels, rinsed it and loaded it into small carts. Soon, some five thousand workmen were operating. Depending on the<sup>540</sup> variety ordered

they worked in the shallow brine or on the dry center, and scraped up surface salt, dug the<sup>500</sup> hard layer, or the salt below, rinsing when necessary, draining, and then transporting in camel carts to shore, where it<sup>500</sup> was stacked beside the railroad ready for transportation to the river. Here it is crushed to one-eighth inch, loaded<sup>600</sup> into barges and dispatched, mostly to Astrakhan. Surface salt as well as the hard layer is somewhat dull in appearance<sup>620</sup> and contains dust. Newspapers raised question of pollution from the camels; it was evident that soon animals would be restricted<sup>640</sup> from going on the lake. Cost of stacking salt twenty feet high on both sides of the track had been<sup>660</sup> twenty-three cents per ton; in 1915, was one dollar; in 1916, two dollars fifty cents;<sup>680</sup> in 1917 so high as to discourage hand work and little was done, with disastrous effects on the<sup>700</sup> fish industry. Requirements were half a million tons yearly, increasing to three-quarters. Owing to the brine no salt had<sup>720</sup> been obtained below six feet, but it improves with depth. Borings near the middle of the lake penetrated two hundred<sup>740</sup> ten feet without reaching bottom.

The new method was to cut a hole well out from shore, where the salt<sup>760</sup> is cleaner and the hard layer thinner, float a dredge to excavate the salt, piling it beside the cut to<sup>780</sup> drain for a fortnight (an essential condition), and to construct a branch railroad alongside, loading the drained salt into cars,<sup>800</sup> moving the track with successive cuts. Wooden ties are preserved by the brine and steel not seriously affected. Both dredge<sup>820</sup> and shovel were oil-fired, with condensers to economize water, oil from Baku easily obtainable. The dredge and shovel were<sup>840</sup> obtained, but did not reach the lake because of stoppage of transportation in 1918. When operations become possible,<sup>860</sup> a central electrical power plant will be more economical.

Baskunchak is a truly remarkable lake with an apparently unlimited supply<sup>880</sup> of salt suitable for use without refining. Holes excavated filled in a year or two with new salt. And yet<sup>900</sup> people starved for lack of salt to make the abundant sea food transportable. (913)  
—Contributed by R. S. Botsford, Member, American Institute of Mining and Metallurgical Engineers, Engineer in Charge

:-:

For one man who works himself to death ten thousand die of too little exercise, over-eating, or avoidable worry. Work is<sup>20</sup> the greatest accelerator that any person can attach to his job. (31)

### Testimony in An Accident Case

—I—

MARY E. MARTIN, 417-28 Street, Sunnyside, Long Island, N. Y., the plaintiff, called in her own<sup>20</sup> behalf, being duly sworn, testified as follows:

### DIRECT EXAMINATION BY MR. RAYMOND:

Q You are the plaintiff in this action?<sup>40</sup>

A I am.

Q And in the month of February, 1928, by whom were you employed?

A<sup>60</sup> By the New York Canning Company.

Q Just what position did you hold in that company?

A I was the<sup>80</sup> secretary to the vice-president in charge of manufacturing and research.

Q On February 23, of that year, do<sup>100</sup> you recall having met with an accident?

A I do.

Q Was the vice-president or the man for whom<sup>120</sup> you acted as secretary at work on that day?

A He was out of town on that day.

Q And<sup>140</sup> in his absence were you in general charge of the mail and the routine matters that came into the office<sup>160</sup> which would come under his supervision?

A Yes.

Q About what time of the day was it this accident happened?<sup>180</sup>

A It was about five o'clock. It was not exactly five, but it was about five. I determined the time by<sup>200</sup> the fact that I took the last mail into the office for the purpose of closing the office for the<sup>220</sup> night, and it was not my intention of closing the office before five o'clock any night.

Q You say that<sup>240</sup> you took the mail into the office—in which office do you mean?

A Into my employer's office.

Q The<sup>260</sup> private office of the vice-president of the company?

A Yes.

Q And ordinarily were you working in that room<sup>280</sup> all the time, or was your desk outside?

A My desk was outside. That was his office.

Q It was<sup>300</sup> only a case of coming in and out of the room?

A Yes.

Q What was the condition with reference<sup>320</sup> to darkness or light conditions at the time?

A Well, it was a day in February, and it was the<sup>340</sup> custom of the company to draw down the shades of the office when a man was out of town. The<sup>360</sup> shades in this office were drawn about three-quarters—(369)

(To be continued next month)

:-:

Experience shows that success is due less to ability than to zeal. The winner is he who gives himself to<sup>20</sup> the work body and soul.  
—Charles Burton (27)

:-:

Health is the indispensable foundation for the satisfactions of life. Everything of domestic joy or occupational success has to be<sup>20</sup> built upon bodily vitality and wholesomeness.  
—Charles W. Eliot (29)



Courage is a virtue that the young cannot spare; to lose it is to grow old before the time. It is<sup>20</sup> better to make a thousand mistakes and suffer a thousand reverses than to run away from the battle. (38)

### Business Letters

(From "Rational Dictation," pages 4 and 5, letters 3 and 4)

Mr. Austin Williams  
115 North Thirteenth Street  
Lincoln, Nebraska

Dear Sir:

The writer has an automobile which has<sup>20</sup> gone over 8,000 miles and looks as good today as when new. It has been driven through all kinds<sup>40</sup> of weather and all sorts of roads. At times it has been covered with road oil, tar, and mud. Today<sup>60</sup> it cannot be told from a new car. Look at your own car and see if you can say the<sup>80</sup> same.

If we can show you something that will keep your car looking at all times in first-class condition,<sup>100</sup> do you not think it worth your while to try it out? We guarantee that in case you are not<sup>120</sup> satisfied in every way any money you may have paid us will be cheerfully refunded.

Yours very truly, (138)

Mr. Henry E. Dunn  
100 North Street  
Pittsfield, Massachusetts

Dear Sir:

Each day we have been expecting a remittance<sup>20</sup> from you in payment of your account amounting to \$146.50, for goods purchased last<sup>40</sup> month.

Our dealings with you for the past five years show that you are just and fair. There must be<sup>60</sup> some good reason why you have not paid us. We are sure you realize that it is not right to<sup>80</sup> allow this bill to remain unpaid.

Will you not, please, at once, while this letter is before you, send us<sup>100</sup> a check for \$146.50?

Yours very truly, (113)

-:-

Patience, common sense, and time make impossibilities possible! (8)

### Short Stories in Shorthand

#### Of Greater Importance

First Golf Enthusiast: Shall we have another round on Wednesday?

Second Golf Enthusiast: Well, I was going to be married<sup>20</sup> on Wednesday, but maybe I can put it off. (29)

#### For Services Rendered

"I suppose you are getting a good fee, doctor, for attending the Smith boy? His father's rich."

"Well, yes, why?"<sup>20</sup>

"Well, I hope you won't forget that my little Ted threw the brick that hit him." (36)

### He Knew His Man

Judge: Now are you sure that you understand the nature of an oath?

Youth: Sure, ain't I your caddy down<sup>20</sup> at the links? (23)

### Helping Hands

Wife's Voice (from upstairs): You are back very quickly, dear.

Husband (who went out ten minutes previously to try a<sup>20</sup> new motorcycle): —er—yes—dear. I got a lift on an ambulance. (32)

### No Cause for Worry

Two business partners were standing in line at the theatre, waiting to buy tickets for the evening performance.

Suddenly one<sup>20</sup> of the men remembered something. He clapped one hand to his forehead, gasped, and in consternation said to his partner:<sup>40</sup> "Abe, I forgot to lock the safe!"

"Huh!" said the other: "Why worry about the safe not being locked? We're both here,<sup>60</sup> ain't we?" (64)

### He Needed to be Told

Doris: Hullo, Reggie! You didn't know I could drive, did you? (11)



### Power to the Nth Degree

(Continued from page 230)

The development and use of the radiant is as follows:

Construct the radiant by dictating and stroking rapidly the triplet consonantal groups on a two-sound, consonantal-vowel unit, as given below. Repeat each group until speed is attained. The strokes included in the line are piled one upon the other, on a single consonantal-vowel root.

The figure given is taken from Chapter 2 so that all of the consonants may be used. Only those marked "Upward" and "Forward" can be given in Chapter 1.

- |       |            |                              |
|-------|------------|------------------------------|
| 1. KA | (Upward)   | t, d, ted, th, ten, tem      |
|       | (Forward)  | n, m, men, k, g              |
|       | (Downward) | sh, ch, j, s, f, v           |
| 2. RA | (Upward)   | t, d, ded, th (left), nd, md |
|       | (Forward)  | n, m, men, r, l              |
|       | (Downward) | sh, ch, j, s, p, b, f, v     |
| 3. FA | (Upward)   | t, d, ded, th, den, dem      |
|       | (Forward)  | n, m, men, k, g, r, l        |
|       | (Downward) | sh, ch, j, s, f, v           |

Step 4. The fourth step is breaking the radiant into individual sound-groups and forms. These phonetic pattern responses, ex-

pressing words, syllables, and parts of syllables are now ready for transfer into any form where a like sequence of sound occurs. These units differ from those taught later, in that a symbol is written for every sound. Abbreviated responses, such as *f* for *-ification*, *k* for *con*, etc., are memorized responses to sound-groups. When there is no memorized response it is understood that all of the sounds of the group are symbolized. But the hearing and writing unit should remain unbroken.

*Spreading the radiant.* The forms suggested by the radiant are now written in full. Repeat and write the root with each terminating consonant. Both the *i-e* and *a* vowels may be used to advantage. Three sounds of the *i-e* vowels should be used.

*Example No. 1:* This is oral dictation and written response. Do not translate in writing. Read in concert. Use short and long *a* except with the blends.

*Phonetic sound-groups from the KA radiant:* Kat, kate, kad, kade, ka-det, kath, ka-ten, ka-tem, kan, kane, kam, kame, ka-men, kak, kake, kag, kage, kash, kash, kach, kach, kaj, kaje, kas, kase, kaf, kafe, kav, kave.

When reading keep the pointer at the variable factor, as it identifies the form. Standing alone, some of these sound-groups seem unnatural, but most of them are used as parts of words. Read rapidly.

All radiants should be spread as illustrated above.

### The Word

*Step 5.* The fifth and last step is the word. Eliminate from Step 4 all sound-groups not making words, and you have left the complete word list which can be written on the given common factor or root.

*Word list from the KA radiant:* Cat, Kate, cad, cadet, can (noun), cane, calm, came, cake, cash, catch, cage, case, calf, cave.

*Form derivatives:* Cattle, caddy, caked, cackle, cashed, caged, castle, cask, chasm, etc.

Thus armed the Knight of the Shorthand Round Table sees naught but victory ahead, for within his hands lie weapons of

POWER TO THE NTH DEGREE.

### School News

(Continued from page 231)

Bowling Green Business University, Centre College, Eastern Kentucky State Teachers College, Georgetown College, Louisville Conservatory of Music, Murray State Teachers College, Morehead State Teachers College, Nazareth College, Transylvania University,

Union College, University of Kentucky, University of Louisville, Wesleyan College, Western Kentucky State Teachers College.

The admission of Bowling Green to such an association is a distinct recognition of the esteem in which business education is held in the State of Kentucky.

*AMONG* the forward-looking private commercial schools recently moving into new and larger quarters is the Detroit Business University, Detroit, Michigan. Beginning January 1, this school has been in commodious quarters in the United Artists Building, the entire tenth floor being devoted to educational purposes.

We congratulate the management of the Detroit Business University on its expansion.

"CLARA E. ANDERSON has been my close associate in San Jose (California) Secretarial School for the past few years," writes Miss Vivian Macaulay, "and I am attempting to fill the position made vacant when she retired. I know that you have never met Mrs. Anderson personally, but through correspondence with her you have learned to admire her as we have learned to admire and love her through our association with her here. Her position cannot be filled by anyone completely, but as a very dear friend I consider it a great privilege to take her work."

### Public Schools Department

(Continued from page 240)

responsibility for the successful placement of commercial students. Individual teachers may handle placement; but it is more effective if the teachers can work through an expert in the placement field. Competition and fewer jobs make it more necessary for commercial teachers to help to place and follow up their students, because, after all, the measure of successful teaching of the technical commercial sciences is: Did the student get the job and did he or she succeed in that job? The question must be answered in one way or another by the commerce teacher.

### New Officers for 1931

*President,* B. S. Frost, Assistant Principal, High School of Commerce, Detroit, Michigan

*Vice-President,* Chester W. Hunter, J. Sterling Morton High School, Cicero, Illinois

*Secretary,* Miss Sarah Levine, Hughes High School, Cincinnati, Ohio

(The report of the Round Table meetings will appear in the April issue.)

# BRIEF FORM *and* PHRASE CHARTS

Although the Anniversary Edition of the Gregg Shorthand Manual contains a set of charts for the Brief Forms and the Most Used Phrases, many teachers have asked us to reprint these on one sheet of paper for the convenience of their students. Therefore we have reprinted the four charts from the Manual on one sheet of strong white bond paper. The selling price of these beautifully lithographed charts is two cents a sheet containing all four charts.

A teacher's key for these charts, with the words arranged in exactly the same order as the shorthand forms on the chart, is supplied with each order. The teacher may use this key just as though it were the original shorthand chart for dictating the Brief Forms to the class or for checking the pupils' reading of the chart.

These charts provide one of the most effective means available for learning the Brief Forms and the Most Used Phrases easily and rapidly. Each student should have one of these charts.

The Gregg Writer  
270 Madison Avenue :: New York, N.Y.



*Helen Henry*



*Mabel C. Morton*



*Mrs. Mary E. Matters*



*Brother James Wipfield*



*Sarah Levine*



*Imo Horning*



*W. Rude*

**GOLD MEDAL WINNERS  
IN TEACHERS'  
ANNUAL MEDAL TEST**



*Mrs. Margaret Webb Hoffman*



*Mary Long*



*Eleanor Skimin*



*Mrs. Alice White*



*J.P. Griest*



*Mrs. Martha S. Eagle*



*M. Emma Eichelberger*



*Bert Beach*